

URBAN/MUNICIPAL

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AGENDA OF THE OPERATIONS
AND FINANCE COMMITTEE

SEPT. 7, 1993-

A G E N D A
OPERATIONS AND FINANCE COMMITTEE
1993 09 07

Confirmation of the minutes of the 1993 06 08 regular meeting and special meetings of 1993 05 17, 1993 05 18 and 1993 06 30.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Update from the Officials regarding City Hall Levy Payments to Boards
2. Report from the Officials re School Trip Guidelines – **Pages 1 to 17**
3. Report from Director re Restructuring Fund – **Pages 17A to 17G**
4. Update from the Officials regarding OHIP and Third Party Billing: Program Implications
– **Pages 18 to 22**

NEW BUSINESS:

1. Interim Financial Status Report – 1993 07 31 – **Pages 23 to 29**
2. Proforma Budget (1994, 1995, 1996) – **Pages 30 to 33**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education – **Page 34**
2. World Health Organization Questionnaire – **Page 35**

URBAN M. 1993

OCT 1993

GOVERNMENT DOCUMENTS

Sept. 7/93

TO: Chairman and Members of
Operations and Finance Committee
Board of Education for the City of Hamilton
1993 09 07

FROM: Donald W. Goodridge, Director

RE: Restructuring Fund

REPORT: Information

BACKGROUND:

In March 1993, the Ministry of Education and Training announced a special one-time restructuring grant in the amount of \$1,777,262. Subsequently this amount was reduced to \$187,891 as a result of the provincial Expenditure Control Plan.

The purpose of the restructuring fund is to assist school boards in reducing their expenditures for 1994 to reflect a cap on the provincial transfer payments. Appendix A outlines the "Approaches for School Board Restructuring Initiatives".

ISSUE:

To file a report with the Ministry of Education and Training by September 30/93, that meets their priorities: (a) to reduce the cost of public services, (b) to maintain public services and (c) to preserve jobs to the greatest extent possible.

RECOMMENDATION:

THAT this report be received for information.

RATIONALE:

At the present time, we are collecting information that would meet the Ministry's criteria. This report will be filed by September 30, 1993 subject to Board approval in October.

Prepared and Submitted by: Senior Management

Approved by: Donald W. Goodridge, Director of Education and Secretary

MINISTRY OF EDUCATION AND TRAINING

APPROACHES FOR SCHOOL BOARD RESTRUCTURING INITIATIVES

March, 1993

MINISTRY OF EDUCATION AND TRAINING APPROACHES FOR SCHOOL BOARD RESTRUCTURING INITIATIVES

I. INTRODUCTION

On November 26, 1992, the government announced that transfer payments to school boards for the 1993-94 fiscal year will be capped at the 1992-93 base amount of \$4.934 billion. In acknowledging its commitment to its transfer partners, the government is providing an additional two per cent or \$99 million increase for 1993-94 only. This one-time restructuring grant is aimed at helping school boards make adjustments to a total 1994-95 provincial transfer grant that will be capped at the 1992-93 amount.

The government's overall priorities for restructuring are threefold: to reduce the costs of public services, to maintain public services, and to preserve jobs to the greatest extent possible.

Restructuring in education involves a reshaping, a renewal, and a redirection of Ontario's schools and education system in a fundamental and lasting way. All Ontarians - children, youth, and adults - are entitled to a quality education through lifelong learning opportunities that prepare them for the challenges of life. The education system must be flexible enough so that learning can occur where, when, and in the ways in which it is required to meet the needs of our children, youth, adults, and families in an integrated way.

The funds are designed to help school boards achieve long-term fundamental restructuring to ensure excellence and accountability in education in the most cost-effective way. School boards must continue to work in partnership with their employees to ensure that collective bargaining achieves reasonable salary settlements and that labour adjustment is a priority.

II. APPROACHES FOR RESTRUCTURING

Following are suggested approaches in three areas that could be undertaken by school boards to address the government's expectations for restructuring in the education sector. The three areas are:

- Structural and Administrative Changes
- Delivery of Programs and Services
- Employee/School Board Relations

STRUCTURAL AND ADMINISTRATIVE CHANGES

School Board Restructuring

Evaluate accommodation and governance needs with a view to school closures, space sharing, and amalgamation of adjacent school boards.

Also, funds could be used to consolidate administrative, operating and transportation functions and promote sharing of human and physical resources between/among school boards while still maintaining distinctive education program delivery.

Changes to Administrative Staffing Patterns

Implement new organizational structures within school boards to effect delayering of administration and supervision responsibilities, thereby reducing costs.

Particular emphasis could be placed on initiatives which will reduce a school board's central office budget.

Electronic Communications Systems

Implement new or extend present electronic communications systems within the operations of a school board and between boards and the ministry can facilitate greater efficiency and cost effectiveness.

The objective would be to implement systems, as the private sector is doing, to reduce and eventually eliminate paper flow within a school board.

Initially a system could be designed to facilitate the electronic processing of all documents and information now communicated on paper. The systems design would permit an expansion to include school board communications with parents, with the schools, among schools, and with the Ministry of Education and Training.

DELIVERY OF PROGRAMS AND SERVICES

Newly Mandated Programs

Initiate cooperative approaches to in-service for, and implementation of newly mandated programs.

Cooperative Program and Service Consortia

Facilitate the formation of a province wide consortium to produce second generation curriculum materials. This could save substantial sums of money for the large boards and at the same time provide an affordable source of materials for the smaller boards.

Put in place new Regional Program Councils or enhance current ones which would provide leadership and in-service. These councils would facilitate regional review, development, implementation and in-service activities thus reducing overlap and duplication.

Use a cooperative model to provide services to school boards in areas such as business and accounting, student programs, education consultancy, professional development, supervisory services, and capital.

Integrated Services

Implement steps to integrate services for children and youth within a municipality or region to maximize the resources currently available in a community, and to facilitate closer links to the world of work and post-secondary education.

Regional Plans for Adult Basic Education (ABE)

Implement a coordinated strategy with related delivery agents for the education of adults to maximize local resources and improve the range and quality of educational opportunities for adults.

Under present Ontario policy, ABE programs may be offered by school boards, colleges, and community groups. All delivery agents receive funding for ABE programs but from a variety of provincial and federal sources.

Distance Education

Expand the use of distance education for the delivery of credit courses as presently carried out using Contact North and the distance education restructuring plans of the community colleges.

EMPLOYEE/SCHOOL BOARD RELATIONS

Repositioning with Fewer Resources

Over the past year a number of school boards and their employee groups have been in the process of examining ways to address the issue of restraint while maintaining job security, wherever possible.

Work with The Education Relations Commission for workshops to develop and improve dispute resolution mechanisms.

Develop and implement guidelines for better human resources deployment and labour relations practices.

Fund retraining and adjustment programs for employees.

III. SUPPORT FOR RESTRUCTURING

The Ministry of Education and Training through its Regional Offices will work with its partners to provide assistance to the education sector to meet the government's expectations with respect to restructuring. This will support school boards in their planning and implementation of restructuring initiatives.

IV. ALLOCATION OF THE FUNDS

The restructuring monies will be allocated to school boards based on a per pupil grant at a school board's rate of grant on recognized expenditure.

This allocation is to be incorporated into the board's budget preparation for 1993.

Where Part XIII of the Education Act (Governance of French-Language Instruction) applies, funds flowed to a board are to be allocated to majority and minority sections under these provisions.

PAGE 17G

V. DISTRIBUTION PROCESS FOR THE FUNDS

School boards will be notified in advance of a notional allocation for which they are eligible. Funds from the \$99 million restructuring fund will flow to your school board in July, 1993.

Each school board must submit a report by September 30, 1993 to its Ministry of Education and Training Regional Office indicating:

- how the restructuring funds are being used.
- how the board plans to manage in the following year without the funding (i.e., how your school board's restructuring actions will position your school board to address the financial constraints in 1994 when the provincial transfer grant will be capped at the 1992-93 amount less the \$21 million constraint on transportation).

(No 1994)

A G E N D A
OPERATIONS AND FINANCE COMMITTEE
1993 10 12

Confirmation of the minutes of the 1993 09 07 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update from the Officials regarding City Hall Levy Payments to Boards
– Pages A1 to A4
2. Report from the Director re Restructuring Fund
– Pages 1 to 9
3. Report re Education Centre Roof Leaks
– Pages 10 to 15
4. Proforma Budget – 1993/94/95
– Pages 16 to 21

NEW BUSINESS:

1. Annual Report – Freedom of Information
– Pages 22 to 29
2. Update re Natural Gas Consortium
– Page 30
3. Request for a Report on Pupil Suspensions – requested by Trustee Bishop
4. Report of the Special Education Advisory Committee
– Page 31

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education
– Pages 32 and 33
2. Report of the Name Search Committee – Mountain Secondary School – Page 34

October 12/93

TO: Chairman and Members of
Operations and Finance Committee
Board of Education for the City of Hamilton
1993 10 12

FROM: Donald W. Goodridge, Director

RE: **Restructuring Fund**

REPORT: Information/Decision

BACKGROUND:

In March 1993, the Ministry of Education and Training announced a special one-time restructuring grant in the amount of \$1,777,262. Subsequently this amount was reduced to \$187,891 as a result of the provincial Expenditure Control Plan.

The purpose of the restructuring fund is to assist school boards in reducing their expenditures for 1994 to reflect a cap on the provincial transfer payments. Appendix B outlines the "Approaches for School Board Restructuring Initiatives".

ISSUE:

To determine the position of Trustees on the initiatives (Appendix A) for the Restructuring Fund.

RECOMMENDATION:

THAT the Restructuring Grant Reserve be applied to the initiatives outlined in Appendix A.

RATIONALE:

At the September meeting of Operations and Finance, it was clarified that a report (Appendix A) would be filed by September 30, 1993, subject to Board approval in October/93.

Prepared and Submitted by: Senior Management

Approved by: Donald W. Goodridge, Director of Education and Secretary

Attached - Appendix A & B

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

100 Main Street West
Hamilton, Ontario
Telephone (416) 527-5092
Fax (416) 521-2539



100 ouest, rue Main
Hamilton (Ontario)
Téléphone (416) 527-5092
Fac-similé (416) 521-2539

Director of Education & Secretary

Directeur de l'éducation et secrétaire

1993 09 29

Mr. George De Metra
Acting Regional Director of Education
Ministry of Education, Central Ontario Region
2025 Sheppard Ave. E., Suite 3201
NORTH YORK, Ontario
M2J 1W4

Dear Mr. De Metra:

The Restructuring Fund of \$187,891 will be used for three initiatives by the Hamilton Board of Education. The Ministry's "Approaches For Restructuring" formed the framework for our initiatives:

- * Structural and Administrative Changes
- * Delivery of Programs and Services
- * Employee/School Board Relations

- (i) Structural and Administrative changes - Electronic Communication Systems
- The benefits to be derived from integrated information systems through electronic data interchange to all sites are as follows:
- (1) improved accountability
 - (2) cost effectiveness/revenue enhancement
 - (3) improved productivity
 - (4) better decision making
 - (5) faster response
 - (6) expanded services.

To complement our employee information system, a substitute employee management system will automate the process of employee absence reporting to the principal/manager, substitute selection, substitute notification and substitute assignment. It is an integrated stand-alone package of computer hardware and software that works in conjunction with the public telephone system seven days per week, 24 hours per day. The system will automatically call the most qualified available substitute from within the data base for the dates in question. The cost is estimated to be \$50,000.

Our financial information system will be designed to facilitate the electronic processing of documents and information such as supplies and equipment requisitions, book requisitions, request for repairs and maintenance by the user. Electronic processing will provide flexibility in reporting while reducing the response time to schools/departments. The additional resources will be targeted to produce results in 1994. The cost is estimated to be \$120,000.

....2

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

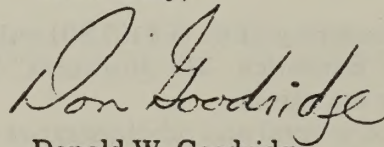
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(ii) Employee/School Board Relations - Repositioning With Fewer Resources

As a result of the Workload Study, the Plant Department has been restructured to improve supervision and evaluation of approximately 600 caretakers and cleaners Site Leaders. The Site Leader requires retraining to meet the changing needs. The costs are estimated at \$18,000.

Our initiatives are intended to achieve long-term restructuring while maintaining excellence and accountability in education in the most cost-effective way. This report is subject to Board approval at the October meeting of Operations and Finance.

Yours truly,



Donald W. Goodridge
Director of Education and Secretary

GR./ga

c.c. M. Cunningham

P. Shewfelt

G. Rutledge

attachment

c.c. Senior Management

CITY OF HAMILTON
- RECOMMENDATION -

DATE: 1993 September 15

REPORT TO: Susan K. Reeder, Secretary
Finance and Administration Committee

FROM: Allan C. Ross
Treasurer

SUBJECT: Levy Payments to the Boards of Education

RECOMMENDATION:

That the City of Hamilton continue its present practice of monthly levy payments to the Boards of Education.

Allan C. Ross

FINANCIAL/STAFFING/LEGAL IMPLICATIONS:

Potential increase in City interest earnings of \$685,000 per year if a change to quarterly payments were made. Equivalent or greater cost to the Boards in the form of foregone interest earnings or short-term borrowing costs if the change were made.

BACKGROUND:

In September 1992, the Finance and Administration Committee considered a report from the Treasury Department concerning the timing of tax levy payments from the City to the two Boards of Education. That report identified the present practice of remitting such payments monthly to the boards, but noted the strict legal requirement that those payments need only be paid quarterly to meet the requirements of the Education Act. It identified the interest income benefits to the City and costs to the Boards if the payments were to revert to the quarterly basis. The report concluded with two recommendations as follows, which were subsequently approved by Committee and Council:

- a) That a copy of the September 30, 1992 report of the City Treasurer regarding levy payments to the Boards of Education, be forwarded to the Boards of Education from their comments on the report.
- b) That the Boards of Education be requested to provide their comments to the Finance and Administration Committee by the end of December, 1992.

1993 September 15

Susan K. Reeder, Secretary
Finance and Administration Committee - Page 2

BACKGROUND: - continued

This matter was forwarded to the respective School Boards for their consideration. Subsequently the Hamilton Board of Education advised that due to the magnitude of the matter and other intervening matters of importance an extension in the timetable for response was necessary.

Both Boards have now considered the matter, and this report presents their comments.

DISCUSSION:

The response of both boards has been received. The response of the Hamilton-Wentworth Roman Catholic Separate School Board was received in the form of a letter to Alderman Don Ross, Chairman of the Finance and Administration Committee, from Patrick J. Daly, Chairperson of the Board. The comments of the Hamilton Board of Education were presented to City staff by Board staff based upon minutes of the consideration of this matter by the Hamilton Board of Education, and were discussed during regular meetings which City officials conduct with Board staff representatives.

Both Boards have expressed great concern if the City were to revert to quarterly rather than monthly payments. Primary concerns expressed were as follows:

1. The proposal would result in reduced interest earnings for the Boards and would in fact generate the requirements for borrowing (both internally and externally) by the boards in order to meet their expenditure requirements until the levy payments were received from the City. The interest rate costs of such borrowing exceed the rates of return which the City would earn upon the funds within its investment portfolio, resulting in a net overall cost to the proposal (City and Boards combined).
2. The concept of reverting to quarterly payments occurs at a time when the City is encouraging its ratepayers to utilize its monthly payment plan which results in the City receiving tax payments on a monthly basis.
3. There has been a long tradition of receiving levy payments monthly. With the present difficult economic circumstances, the fiscal impact of any change upon the Boards is severe.

1993 September 15

Susan K. Reeder, Secretary
Finance and Administration Committee - Page 3

BACKGROUND: - continued

4. The Hamilton Board of Education passed a resolution as well as follows:

That the Board of Education for the City of Hamilton request the Minister of Education to amend the Education Act to enable divisional school boards to receive levy payments on a monthly basis.

City staff are not aware of any action being taken by the Ministry of Education in response to this request.

ANALYSIS:

The original report to Finance and Administration done in September 1992 identified the City's right to revise our schedule of levy payments to the Boards from the present monthly to the minimum quarterly basis required by the Education Act. It noted that if such a change were to be made, proper notice should be provided to the Boards so that any legal requirements are met and the change can be taken into account in the Board's budgetary planning. It should be noted that a survey of other municipalities in the Region indicated that no other municipalities were making payments to the Boards on a monthly basis. The report identified that such a change would result in increased interest earnings to the City, but would "also result in decreased revenues or potentially even costs to the Boards in the form of interest costs on short term borrowing. The net impact upon a Hamilton taxpayer might therefore be no reduction in the overall rate whatsoever, but simply a shift between the Boards' and the City mill rates. Furthermore, if the payments were changed to four times per year and the legislation subsequently revised to provide for more, the reverse effect would be felt". The responses from the two Boards reiterate these same issues, identify external borrowing requirements if the change is implemented and in fact, request the Ministry of Education to enact a legislative change to prohibit a change.

If the City wishes to pursue this proposal, there are steps that can be taken to diminish the additional interest costs faced by the Boards. The primary such step would be to agree to lend money to the Boards at the same rate of interest as the City earns on its investments. Our revenues would therefore continue while the Boards borrowing costs would be reduced. The net overall effect of the change (City and Boards combined) would then be zero.

The key point that remains, however, is that a change from quarterly to monthly payments simply represents a transfer of dollars from the Boards to the City that would act to increase the Boards' mill rates and reduce the City's. The net effect upon a Hamilton taxpayer's total property taxes (assuming the City lending proposal to the Boards noted above) would be minimal.

1993 September 15

Susan K. Reeder, Secretary
Finance and Administration Committee - Page 4

BACKGROUND: - continued

The issue therefore is reduced to whether or not the City wishes to avail itself of a legislative opportunity to revert from the traditional monthly payments to the minimum quarterly payments required by law. There has been a long history of cooperation between the City and the School Boards on financial matters. Actions have been taken in recent months to further increase the level of cooperation and coordination on all fronts and it is felt that there is even greater scope for working together to our mutual benefit in the future. The response from the Schools Boards makes it quite clear that they believe a change to quarterly payments would not be consistent with such cooperative efforts.

Given the tremendous financial strain being felt by all local government agencies in the Region at this time, it is not proposed that the City reduce its requirement at the expense of the Boards. It is therefore recommended that the City not proceed with a change in the timing of its levy payments to the School Boards at this time. The matter can be considered further in the future if reconsideration is warranted.

ACR/an

c.c. J.G. Pavelka, Chief Administrative Officer
P. Noé Johnson, City Solicitor

MINISTRY OF EDUCATION AND TRAINING

APPROACHES FOR SCHOOL BOARD RESTRUCTURING INITIATIVES

March, 1993

MINISTRY OF EDUCATION AND TRAINING APPROACHES FOR SCHOOL BOARD RESTRUCTURING INITIATIVES

I. INTRODUCTION

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(How long)

These papers will be bound in a separate volume for which
the title is "Papers on the History of the University of Chicago
from 1890 to 1910".

Each of the papers in this volume is a study of the history
of the University of Chicago from 1890 to 1910.

- How the University of Chicago was founded
- How the University of Chicago was founded
- How the University of Chicago was founded
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- How the University of Chicago was founded
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The University of Chicago was founded in 1890 by the
University of Chicago Press.

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1993 10 12

To: Chairman and Members
Operations & Finance Committee
Board of Education for the City of Hamilton

Fr: R. T. Orlando
Superintendent of Plant

Re: Education Centre - Roof

Report: For Information/Decision

BACKGROUND

The Education Centre was constructed in 1967 and therefore, the roofs of the building are now 26 years old and have exceeded their useful design life of 20 years. In particular, at the present time, those sections of the first floor portion of the building, including the Trustees' Lounge and the main committee rooms are leaking repeatedly. Although we have attempted to rectify the problem over the past few seasons, the leaks are becoming more prevalent. The time required to locate and repair the problems is increasing and the repairs are becoming more difficult and time consuming. In addition the inconvenience created when meeting rooms are taken out of service for long periods is becoming more common. The matter is further complicated by the fact that there is an asbestos ceiling under portions of the roof which requires extensive precautions to be taken during repairs. In most instances, the roofing insulation has become saturated and the felts are deteriorated. Because of the numerous repairs which have been undertaken the roof has come to a point where it can no longer be repaired and serious consideration must be given to total roof replacement.

ISSUE

Ongoing leaks in roof over 1st floor meeting rooms in Education Centre and potential costs of major leak if roof replacement not undertaken.

RECOMMENDATIONS

1. Continue the day-to-day maintenance (Phase 1) at an annual estimated cost of \$3,000 until funds are approved for a major roof replacement.
2. Include the addition of a roof replacement project for the Education Centre in the Board's Long Range Roofing Program to be identified in the Director's 1994 Accommodation Report, commencing in 1994 and be phased in over 3 years.

RATIONALE

The Education Centre roofs in question are of a built-up nature (BUR) and are generally comprised of a 4 ply asphalt or tar pitch and gravel topping,

extruded polystyrene insulation and a vapour barrier on a concrete deck. Some roofs have been capped with extra layers of insulation, generally glass fibre with additional felts, asphalt and gravel.

Leaks have been occurring in various areas of the complex but primarily from the roofs designated on the attached plan as Sections 101 and 103 (reference Appendix A). These leaks have been patched and repatched on an as-needed basis over the years.

At the present time - 1993 - the repairs which have been undertaken and are anticipated for the balance of the year are estimated to be about \$3000. The roofs in question can no longer be effectively repaired and complete replacement must, therefore, be undertaken before a major leak would require that most if not all of the 1st floor of the Education Centre, possibly including the Board Room, would become inaccessible. This could arise not only from the water damage but also from potential asbestos contamination.

In addition to the above inconvenience, there is potential for serious damage to the furnishings, floor coverings, files, books, computers and other equipment which is currently located in these areas. Although it is difficult to provide an exact estimate on the cost of this potential inconvenience and loss, we believe that most of it would be covered by the Board's Insurance, less the deductible amount of \$10,000.

APPENDIX A

SUMMARY

Based on a review of our findings, we conclude the leakage and subsequent roof failure is related to the roof's age and use.

The increase in leakage, repeated repairs and re-repairs, combined with the overall condition of the roof, and use of the building dictates the need for major attention as soon as possible. Ideally the best long-term approach for the rectification of all the problems would involve complete removal and replacement of all of the roof at the same time; however, total replacement at one time is not feasible due to time and availability restrictions. The replacement process should take place ideally during the summer periods when the areas are not occupied or used to the same extent as during the balance of the year.

The roof replacement design should not only take into account the flat roofing membrane, its type and application but more importantly all the detailing and drainage requirements. All flashings should be designed of sufficient height and in a manner requiring little or no maintenance over the life of the roof. Traffic areas should be addressed along with areas of high maintenance. Anchor supports would also be included in the system. Exposed columns and walls would be wrapped, insulated and clad in order to ensure that water could not enter the bare masonry, into the roof and building.

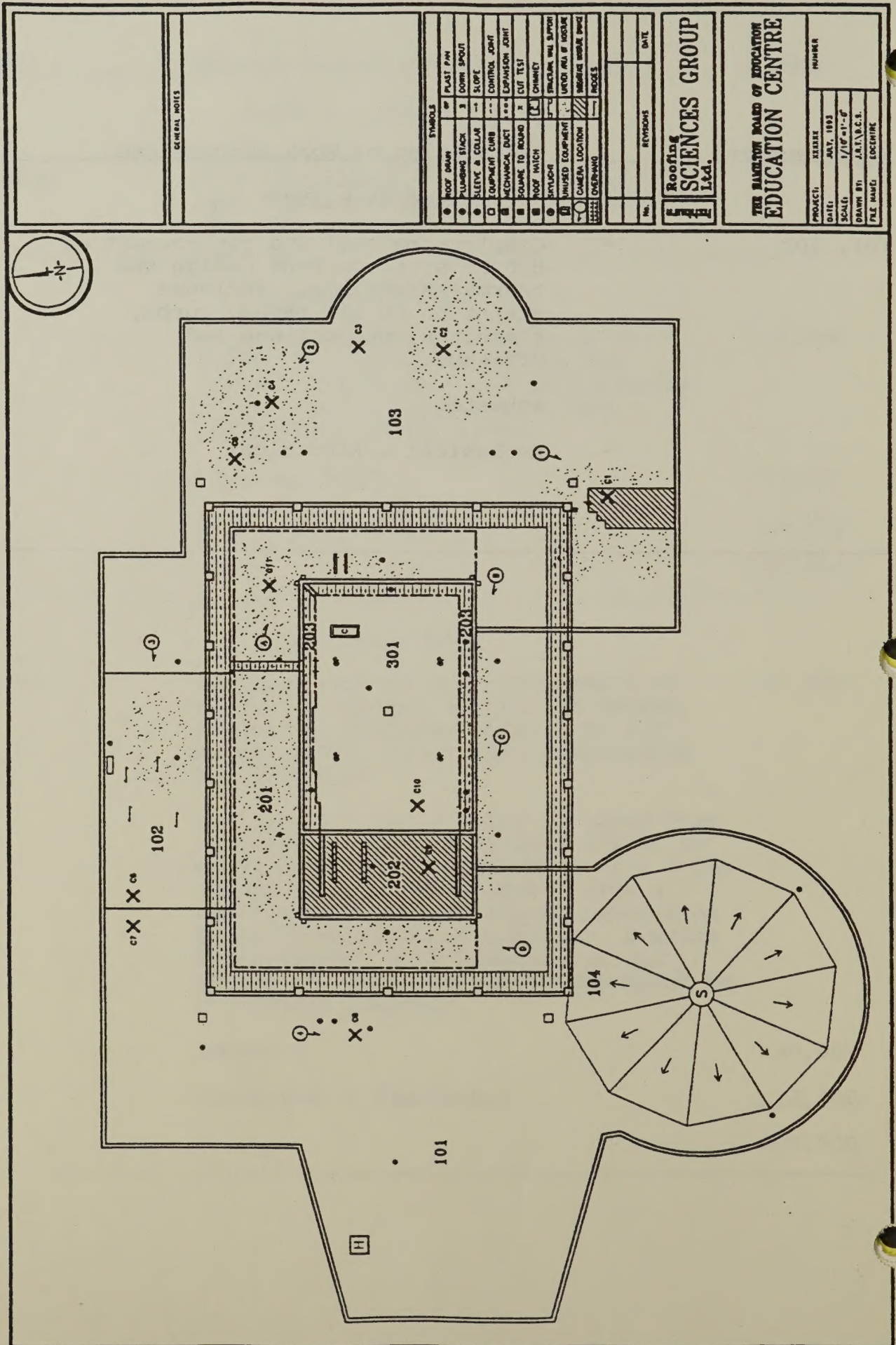
The roof's continued leakage and resultant increase in potential for failure can be expected to continue if left in the present state and/or if proper methods of roof maintenance cannot be implemented.

During the course of the roofing work, all necessary precautions will be taken in regard to dealing with the asbestos ceilings.

Budget Estimates for the repair/replacement options are identified below. The Estimates attempt to prioritize the work in four phases as indicated in the main body of the report.

<u>Roof Sections</u>	<u>Description of Work Recommended</u>	<u>Budget</u>
<u>Phase I - On-going</u>		
Entire Building	- On-going annual maintenance cost to keep roofs watertight until replacement can commence	3,000
<u>Phase II - 1994</u>		
103 & 104	- Complete removal and replacement of B.U.R. as to current design and thermal standards. Includes repairs to all eaves, curbs, flashings, projections and drainage.	107,000
	- Asbestos Costs	30,000
	- Mechanical & Electrical	<u>2,500</u>
		139,500
<u>Phase III - 1995</u>		
102,201,202,203	- Complete removal and replacement of B.U.R. to current design and thermal standards. Includes repairs to all eaves, curbs, flashings, projections and drainage.	184,000
	- Sections 202 and 203 may be opted from replacement to conventional B.U.R. to modified I.R.M.A. consisting of a 3 ply mopped in place felt system with a modified bitumen cap sheet. Insulation to be 3" extruded polystyrene, R-value approximately R-15 underscored for drainage. Note 2nd option dependent on structural adequacy.	
	- Asbestos	20,000
	- Mechanical & Electrical	<u>2,500</u>
		206,500

<u>Roof Sections</u>	<u>Description of Work Recommended</u>	<u>Budget</u>
<u>Phase IV - 1996</u>		
101, 301	- Complete removal and replacement of B.U.R. as to current design and thermal standards. Includes attention to all eaves, curbs, flashings, projections and drainage.	137,500
	- Asbestos	30,000
	- Mechanical & Electrical	<u>2,500</u>
		170,000



TO: Chairman and Members
Operations and Finance Committee
Board of Education for the City of Hamilton
1993 10 12

FROM: Senior Management

RE: Proforma 1994/95/96

REPORT: Information/Decision

Background:

For our fiscal planning process, there are three phases of financial management.

Phase 1 - Proforma

This document is intended:

- . to be a high level overview of the Board's operations to complement the three year financial planning process. Details will be developed during the second phase.
- . to establish a budget mandate to permit the officials to begin to prepare the detailed Estimates for consideration by the Board

Phase 2 - Estimates

This document is:

- . prepared in accordance with the Proforma mandate, in consultation with numerous stakeholders
- . a reasonably detailed record of Expenditure and Revenue information for consideration by the Board
- . the basis for debate, amendment and the ultimate adoption of the Budget

Phase 3 - Budget

This document is:

- . a detailed record of the final allocations of Expenditures and Revenues
- . the basis upon which the Officials, Principals and Managers conduct their operations for the calendar year
- . the basis for evaluation and accountability of the management of financial resources

Issue:

To consider the Proforma as Phase 1 of the Board's financial management strategy and thereby provide the guidelines for the preparation and presentation of the 1994 Estimates.

- 2 -

Recommendation:

That the Mill Rate for 1994 be established and referred to the Officials for the development of the 1994 Estimates.

Rationale:

In order to plan for priorities and appropriate allocations within available resources for 1994, it is essential that the Proforma mandate be established as soon as possible so that the Estimates may be developed for consideration by the Operations and Finance Committee.

This does not preclude the opportunity for reports to be requested on specific issues relating to any aspect of the Estimates.

Prepared and Submitted by: Senior Management

Approved by: D. W. Goodridge
Director of Education & Secretary

**The Board of Education for the City of Hamilton
Expenditures**

			PROFORMA					
	1993 Approved Budget	% Change over Prior Yr.	1994	% Change over Prior Yr.	1995	% Change over Prior Yr.	1996	% Change over Prior Yr.
Remuneration								
Salaries & Wages	\$ 208,980,862	0.63%	211,000,000	0.97%	214,430,000	1.63%	218,370,000	1.84% 1
Employee Benefits	22,593,693	2.80%	23,583,000	4.38%	24,440,700	3.64%	25,341,300	3.68% 2
	<u>231,574,555</u>	<u>0.84%</u>	<u>234,583,000</u>	<u>1.30%</u>	<u>238,870,700</u>	<u>1.83%</u>	<u>243,711,300</u>	<u>2.03%</u>
Fixed								
Energy	5,523,000		6,250,000		6,567,000		7,012,000	3
Debt Charges	2,487,696		2,758,600		5,410,300		8,695,800	4
Rentals - Comp. Mainframe	1,697,112		1,750,000		1,750,000		1,750,000	
Fees & Contractuals								
- Transportation	5,492,016		4,986,300		4,779,000		4,737,000	5
- Insurance	386,179		440,000		457,900		476,000	
Tuition Fees	4,567,148		5,061,500		5,058,300		5,054,200	
Charge Back of Taxes	2,596,289		2,921,000		3,336,900		3,870,000	6
	<u>22,749,440</u>	<u>0.50%</u>	<u>24,167,400</u>	<u>6.23%</u>	<u>27,359,400</u>	<u>13.21%</u>	<u>31,595,000</u>	<u>15.48%</u>
Variable								
Consumables								
Travel	299,337							
Personnel Training	395,790							
Scholarships & Student Aid	117,775							
Books, Films & Software	1,677,987							
Supplies & Services	9,870,082							
Other Expense	508,131							
	<u>12,869,102</u>							
Contractuals								
Rentals - Other	1,097,000							
Fees & Contr. - Other	617,860							
	<u>1,714,860</u>							
Capital								
Repairs Bldgs & Grnds	4,036,000							
New & Repl. Equipment	2,092,060							
Capital from Current	2,311,000							
Perm. Improvements	782,606							
	<u>9,221,666</u>							
Other								
Working Capital	0							
Transfer to Reserves - Rentals	165,700							
	<u>165,700</u>							
	<u>23,971,328</u>	<u>(8.05%)</u>	<u>24,000,000</u>	<u>0.12%</u>	<u>24,000,000</u>	<u>0.00%</u>	<u>24,000,000</u>	<u>0.00% 7</u>
Total Operating Expenditures	278,295,323	0.33%	282,750,400	1.60%	290,230,100	2.65%	299,306,300	3.13%
Transfer to Reserves								
Mill Rate Stabilization Reserve	5,723,000							
Restructuring Reserve	1,777,262							
	<u>7,500,262</u>							
Total Expenditures	\$ 285,795,585							

**The Board of Education for the City of Hamilton
Revenues**

		PROFORMA						
	1993 Approved Budget	% Change over Prior Yr.	1994	% Change over Prior Yr.	1995	% Change over Prior Yr.	1996	% Change over Prior Yr.
<u>Fixed</u>								
General Legislative Grants	\$ 87,228,599		90,250,000		89,850,000		88,419,000	8
Suppl. Taxes, T&T, PIL	7,942,874		7,560,000		7,800,000		7,500,000	
Tuition Fees	15,712,163		15,060,000		14,860,000		14,660,000	
	<u>110,883,636</u>	<u>2.70%</u>	<u>112,870,000</u>	<u>1.79%</u>	<u>112,510,000</u>	<u>(0.32%)</u>	<u>110,579,000</u>	<u>(1.72%)</u>
<u>Variable</u>								
Other Provincial Revenues	670,236		375,500		375,500		375,500	
Recoverable Transportation	70,000		70,000		70,000		70,000	
Rental Revenue	569,052		517,300		498,000		511,500	
Capital Recoveries	46,500		50,000		50,000		50,000	
Other Revenue	1,866,801		1,800,000		1,820,600		1,843,100	
	<u>3,222,589</u>	<u>(31.00%)</u>	<u>2,812,800</u>	<u>(12.72%)</u>	<u>2,814,100</u>	<u>0.05%</u>	<u>2,850,100</u>	<u>1.28%</u>
Surplus/(Deficit)	1,688,560		0		0		0	
Refund of Taxes	2,324,268		0		0		0	
Levy for Mill Rate	160,176,270		167,067,600	4.30%	174,906,000	4.69%	185,877,200	6.27%
	<u>164,189,098</u>	<u>0.30%</u>	<u>167,067,600</u>	<u>1.75%</u>	<u>174,906,000</u>	<u>4.69%</u>	<u>185,877,200</u>	<u>6.27%</u>
Total Operating Revenues	<u>278,295,323</u>	<u>0.33%</u>	<u>282,750,400</u>	<u>1.60%</u>	<u>290,230,100</u>	<u>2.65%</u>	<u>299,306,300</u>	<u>3.13%</u>
Transfer from Reserves								
Mill Rate Stabilization Reserve	5,723,000							
Restructuring Reserve	1,777,262							
	<u>7,500,262</u>							
Total Revenues	<u>\$ 285,795,585</u>							

The Board of Education for the City of Hamilton

Proforma 1994/95/96 - Assumptions

Assumptions made in the preparation of the Proforma 1994/95/96 are as follows:

- Note 1 . reflects projected staffing adjustments, enrolment changes and salary adjustments
- Note 2 . anticipated increase in statutory benefits and P.S.T. payable on negotiated benefits as a result of the May 1993 provincial budget to address the provincial deficit
- Note 3 . anticipated increase in energy rates and opening of new schools per Accommodation Report. Increase in natural gas as a result of projected rate increases
- Note 4 . recommendations per 1993 Accommodation Report for projected debenture issues
- Note 5 . current policies in place for transportation and insurance coverage
- Note 6 . based on 10 year average annual increase
- Note 7 . variable expenditures maintained at current 1993 level net of transfer to reserves
- Note 8 . general legislative grants - net increase in enrolment, elimination of restructuring grant, reduction in assessment base, reduction in number of grantable projects such as Jobs Ontario, roofing and boiler program

NOTE: The impact of the Social Contract, which is currently under review by the Social Contract Team, is \$9,200,000.

During the Phase 1 - Proforma stage of development, there is no impact on the mill rate as the Expenditure and Revenue reductions are equally offset.

Throughout Phase 2 - Estimates, details of the Expenditure and Revenue reductions will be presented to the committee.

PAGE 21
Mill Rate Mandate

ONE ALTERNATIVE

	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>
Levy for Mill Rate	\$ 160,176,270	167,067,600	174,906,000	185,877,200
Realty Taxes on \$5,000 Assessment	\$ 950.99	1,007.44	1,070.10	1,137.07
% Change over Prior Year	2.19%	5.94%	6.22%	6.26%

ANOTHER ALTERNATIVE

	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>
Levy for Mill Rate	\$ 160,176,270	167,067,600	174,906,000	185,877,200
Consideration of the Mill Rate Stabilization Reserve of \$5,723,000	-	(1,908,000)	(1,908,000)	(1,907,000)
Adjusted Levy for Mill Rate	\$ 160,176,270	165,159,600	172,998,000	183,970,200
Adjusted Realty Taxes on \$5,000 Assessment	\$ 950.99	995.96	1,058.45	1,125.43
% Change over Prior Year	2.19%	4.73%	6.27%	6.33%

ANOTHER ALTERNATIVE

	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>
Utilize Mill Rate Stabilization Reserve as above Reductions to Expenditures to Achieve 0% Mill Rate	\$ -	7,475,000	17,610,000	28,600,000

OTHER ALTERNATIVES

To be determined in consultation with the Board.

MEMO TO: The Chairman & Members
Operations and Finance Committee
Board of Education
Hamilton, ON

October, 1993

FR: Karen Baxmeier

RE: ***Freedom of Information***

Report Classification: Information/Decision

BACKGROUND

The Board came under Municipal Freedom of Information legislation in January 1991. The responsibilities are threefold:

- ✓ to administer the Information and Privacy sections of the Act
- ✓ to respond to formal written requests for access to records
- ✓ to submit the annual statistical report to Privacy Commissioner of Ontario

In 1992-3 we have responded to nine formal FOI requests, and over 100 advisory requests. (*see Appendix 1*).

There have been two legal opinions sought, and seven affidavits prepared by the board's solicitors in response to three Appeals, which also required board representation to the Privacy Commissioner of Ontario. The Board's decision was upheld in all three cases of appeal.

Other completed activities include:

- * a Legal Authority to Collect statement has been added to school trip forms (*see Appendix 2*)
- * information brochure for parents has been sent to each school
- * a Volunteer Statement has been sent to each school, area office and Education Centre for posting (*see Appendix 3*)

For additional Compliance Activities, see Appendix 4

ISSUE

To present an update and provide information relating to the activities of the Freedom of Information office.

RECOMMENDATIONS

1. That comprehensive retention schedules which identify the length of time that records of the Board must be legally retained, be drafted by the FOI Coordinator by October, 1994.
2. That the Freedom of Information Coordinator report back to this committee on related FOI activities in October, 1994.

RATIONALE

The relatively low number of formal FOI requests we received in 1992-1993 reflects well on the Board's current practices of sharing general information with staff and the public. Numerous informal inquiries relating to uses for personal student or employee information have been received by the FOI office. These requests have come from school principals, guidance and psychological services staff, student records and human resources department staff. The requests usually relate to definitions of personal information, who can have access to personal records, or discussing alternate routes to written FOI requests.

The direct cost implications of maintaining Freedom of Information requests are low. Factors that can influence the costs include the number of third parties who must be contacted before fulfilling the initial request; affidavits to the Privacy Commission; legal fees; and attendance at appeal hearings. Most of the access requests have been for personal information, therefore, the Board cannot charge fees to the requester.

Indirect costs of FOI include ongoing staff training and inservices, and printing and distribution costs for providing educational materials to the system. We have shared our approved policies relating to access to general and personal records with other boards on request.

APPENDIX 1***The Board of Education for the City of Hamilton*****Activities of the Freedom of Information Coordinator**

<u>Type of Request</u>	<u>Number of Requests</u>	<u>Board Response</u>	<u>Explanation</u>
Personal Information	5	granted in full	
Personal Information	3	granted in part	Exemption applied to third party reference
General Information	1	granted in full	
Appeals to Privacy Commission	3	oral presentation to Commission	see below

NOTES:

Personal information requests were of the following nature:

- * employee benefits
- * handwritten interview notes
- * handwritten meeting notes

General request was for:

- * revised board policy relating to student transportation.

Appeals were related to:

- * an individual's request for all records relating to a 1991 appeal of an adult student's eligibility to participate in a specific program. The appellant appealed the Board's decisions, claiming that the Board had not conducted a reasonable search for all records. All three Board decisions were upheld.

APPENDIX 2

LEGAL AUTHORITY TO COLLECT PERSONAL INFORMATION

This statement must appear on all forms that collect personal information.

Student Sample

Authorization for the collection and maintenance of this information is in accordance with the Education Act, R.S.O., 1980, and the Municipal Freedom of Information and Privacy Act, 1989. Information on this form will become part of the official record of the student's history and must be collected directly from the individual or parent/guardian. A completed form for each student must be on hand at the school before his/her first participation in any out-of-school event.

Please contact the School Principal with any questions about this collection, or call the Freedom of Information Office, 100 Main Street West, Hamilton, ON, L8N 3L1, (905) 527 5092, extension 202.

Employee Sample

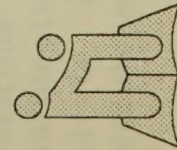
Authorization for the collection and maintenance of this information is in accordance with the Municipal Freedom of Information and Privacy Act, 1989. The information will be used for employee history and payroll records. Questions about this collection should be directed to the Superintendent of Human Resources, The Board of Education for the City of Hamilton, 100 Main Street West, Hamilton, ON, L8N 3L1, (905) 527 5092, Extension 753.

PLEASE POST

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

STATEMENT FOR VOLUNTEERS

Pursuant to the Municipal Freedom of Information and Protection of Privacy Act, 1989, volunteers with The Board of Education for the City of Hamilton will at all times uphold complete confidentiality. It is understood that volunteers will work under the direction of an appropriate Board of Education staff member, and be privy only to that information which is necessary for working effectively with student and/or employee information for the purpose of performing assigned duties.



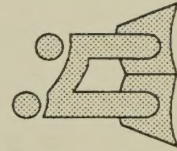
The Board of Education for the City of Hamilton
100 Main Street West
Hamilton, Ontario
L8N 3L1
(905) 527-5092, ext. 202

VEUILLEZ AFFICHER

LOI SUR L'ACCÈS À L'INFORMATION MUNICIPALE ET LA PROTECTION DE LA VIE PRIVÉE

DÉCLARATION DES BÉNÉVOLES

Conformément à la *Loi de 1989 sur l'accès à l'information municipale et la protection de la vie privée*, les bénévoles du Conseil de l'éducation de la ville de Hamilton sont tenus de respecter le règlement ayant trait au caractère confidentiel des renseignements. Il est entendu que les bénévoles travaillent sous la direction d'une personne à l'emploi du Conseil de l'éducation. De plus, les bénévoles sont seulement mis(es) au courant des renseignements pertinents pouvant les aider à remplir les tâches assignées auprès des élèves ou du personnel.



Le Conseil de l'éducation de la ville de Hamilton
100, rue Main Ouest
Hamilton ON
L8N 3L1
(905) 527-5092, poste 202

THE NEW YORK PUBLIC LIBRARY

ASTOR LENOX TILDEN FOUNDATION

500 5TH AVENUE, NEW YORK 17, N.Y.

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THE NEW YORK PUBLIC LIBRARY

This brochure is designed for use by schools to provide information for parents about The Municipal Freedom of Information and Protection of Privacy Act.

The Act, which came into force on January 1, 1991, affects how the Board collects information on students; who has access to that information; and how that information is shared.

In addition, the Act grants the public a right of access to certain records and information under the control or custody of the Board.

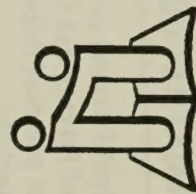
The Act is not intended to replace the Board's current practice of providing to the public relatively open access to our general information holdings. However, it does provide a very high degree of protection for the variety of confidential, personal and private information on students and employees.

Further information about the Municipal Freedom of Information and Protection of Privacy Act, 1989, is available from the Freedom of Information Office at:

The Board of Education
for the City of Hamilton
P.O. Box 2558
100 Main Street West
Hamilton, Ontario
L8N 3L1



THE MUNICIPAL FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT, 1989



THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

What Is The Act All About?

The Municipal Freedom of Information and Protection of Privacy Act, 1989, is based on four general principles. The principles provide a balance between access to information and the protection of privacy and confidentiality:

1. The public has the right of access to records and information held by the municipalities and local Boards.

- Any person can make a request for access to records.
- Requests must be in writing.
- The time limit to respond is usually 30 days.
- Requests under the legislation should only be required where information is not available through normal channels.

2. Exemptions to access must be limited and specific.

- Some of the exemptions include records of closed meetings, law enforcement matters, third party information, personal privacy protection and others.
- Even where an exemption applies however, the non-exempt material within the requested record must be released.

3. Right of independent review by the Information and Privacy Commissioner is provided in the Act.

- Appeals can be made to the Commissioner who will investigate the decision and rule according to the provisions of the Act.

4. Personal information should be protected to ensure an individual's privacy.

- The legislation established a consistent set of rules of the collection, use and disclosure of personal information.
- With some exceptions, personal information should be collected directly from the individual to whom it pertains and only used or disclosed for the consistent purpose for which it was collected.
- Individuals can request a correction to personal information or file a statement of disagreement.
- The Act establishes a right of access to an individual's own personal information.

INFORMATION FOR PARENTS

The Municipal Freedom of Information and Protection of Privacy Act requires that any collection of personal information on your child shall include:

- a) a statement about the legal authority for the collection;
- b) the intended purpose(s) for which the information is being collected; and
- c) the title(s) of the appropriate employee(s) of the Board who can answer questions about the collection.

You will notice therefore, that any forms requesting information on your child adhere to these requirements. In addition, you will be notified at the beginning of each school year about the routine activities your child could be involved in during the course of a school year. **If you have any objections to your child's name and/or picture being publicized during or following routine school activity, you should make this known by contacting the school principal immediately.** Examples of "routine school activities" where your child's name and/or photo may be displayed are as follows:

- school-based science fairs, art projects, poster contests, bulletin board displays, artistic, athletic and academic competitions in the City of Hamilton;
- video taping of classroom activities, school plays, concerts and special events within the City of Hamilton;
- the taking of photographs/video tapes by the media for the purpose of publicizing school activities, awards, graduations/sports events, etc.

Appendix 4

Additional Freedom of Information Activities
(in progress)

- ✓ **Revisions to Directory of Records (public document which describes all general/personal records of the Board) which was developed in 1991**
- ✓ **Adjustment Services, Psychological Services, Student Records and Guidance Services have revised the OSR Operating Procedure in partnership with FOI requirements**
- ✓ **Forms have been standardized with FOI Legal Authority to Collect Statements (Student Trip, Student Information System, Continuing Education registration, Junior Kindergarten registration etc)**
- ✓ **FOI presentations made to secondary school principals, guidance secretaries**
- ✓ **Board minutes from 1834 - 1991 on microfilm and housed in Dr. Harry Paikin Library for public information**
- ✓ **Human Resources FOI guidelines are being drafted as part of overall procedures for employee information management**

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
LABORATORY OF ORGANIC CHEMISTRY

TO THE HONORABLE CHIEF OF BUREAU OF CHEMISTRY
WASHINGTON, D. C.

RESPECTFULLY,
YOUR Obedient Servant,
J. H. HARRIS

CHICAGO, ILL., U.S.A.
JANUARY 10, 1921

DEAR SIR:

I have the honor to acknowledge the receipt of your letter of the 10th inst.

and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

1993 10 12

To: Chairman and Members
Operations and Finance Committee
Board of Education for the City of Hamilton

Fr: R.T. Orlando
Superintendent of Plant

Re: Buy Sell Gas Agreement

Report: For Information

BACKGROUND

In 1988 a consortium of 10 Boards of Education was formed for the purpose of buying and selling natural gas. The Board of Education for the City of Hamilton became the Agent for the consortium and on June 16, 1988, the Board authorized the Superintendent of Plant to sign on behalf of the Agent. Since 1988 the consortium has purchased gas directly from the western suppliers and sold it to the local distributor. This operation has generated a savings of approximately 4 million dollars since 1988, approximately one third of which was received by the Hamilton Board of Education.

Over the past 5 years the buy/sell prices of gas and the assurance of gas volume supply have fluctuated to the point where the current gas prices have caused the Gas Consortium Committee to re-examine its position. Accordingly, an agreement has been reached between the Agent and the supplier to the Consortium for termination of the present agreement.

ISSUE

To share information with Trustees regarding changes to provision of natural gas.

RECOMMENDATION

That this report be received for information.

RATIONALE

In order to ensure no onus on behalf of the consortium members to purchase sufficient gas at a higher than normal price and sell at a lower than purchased price, the termination of the current agreement was negotiated. In addition assurance of an adequate supply for return to system gas for all members of the consortium was included.

The result of these actions is that the members of the consortium will enjoy equivalent savings to those originally contemplated to August of 1994 and in addition their supply of gas has been assured for the future.

**REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE**

Present: Dr. I. Adamson (Chairman), Trustees Bishop, Patenaude and Wilson, Mesdames Dalziel, Bramberger, Elliott, Kappheim, Kerr Jaskiewicz and Oommen, Mr. Verticchio and Dr. Van der Spuy.

Officials

Present: E. Bond, Superintendent of Program
Dr. J. Tomlinson, Co-ordinator of Special Education

GENERAL

1. That the March 1994 meeting of the Special Education Advisory Committee be held on Wednesday, 1994 03 09 and the June 1994 meeting be held on Wednesday, 1994 06 08.

Respectfully submitted,

I. ADAMSON
Chairman

Meeting Room
1993 09 15

REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

Members: Dr. J. Edgar Hoover, Chairman, Federal Bureau of Investigation, Washington, D.C.; Dr. J. Edgar Hoover, Director, Federal Bureau of Investigation, Washington, D.C.; Dr. J. Edgar Hoover, Director, Federal Bureau of Investigation, Washington, D.C.; Dr. J. Edgar Hoover, Director, Federal Bureau of Investigation, Washington, D.C.; Dr. J. Edgar Hoover, Director, Federal Bureau of Investigation, Washington, D.C.

Summary

1. The Committee has studied the report of the Special Education Advisory Committee and has concluded that the report is of great value and should be given the highest priority.

Respectfully submitted,

J. Edgar Hoover
Director

Enclosure
100-100000

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1993 10 12

To the Chairman and Members,
Operations & Finance Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That up to 40 senior history students from Hamilton Board of Education Secondary Schools participate in a field study to Boston, Mass., USA, 1993 11 17-20 (Wednesday to Saturday).
- (b) That the following trip requests be approved:
 - (i) G. L. Armstrong, Grade 7, Midland, 1994 06 09-10 (Thursday to Friday)
 - (ii) Norwood Park, Grades 7-8, St. Donat, Quebec, 1994 01 16-19 (Sunday to Wednesday)
 - (iii) Ryerson, Grades 6-8, Stratford, 1993 10 27 (Wednesday)
 - (iv) Tweedsmuir, Grades 6-8, Mount St. Louis/Moonstone, 1994 01 26-27 (Wednesday to Thursday)
 - (v) OFSAA Championships, Grades 9-OAC, Girls' Field Hockey, Exeter, 1993 11 04-06 (Thursday to Saturday)
 - (vi) OFSAA Championships, Grades 9-OAC, Cross Country, Woodbridge, 1993 11 06 (Saturday)
 - (vi) OFSAA Championships, Grades 9-OAC, Boys' Volleyball, London, 1993 11 26-27 (Friday to Saturday)
 - (viii) OFSAA Championships, Grades 9-OAC, Girls' Basketball, Toronto, 1993 12 02-04 (Thursday to Saturday)
 - (ix) OFSAA Championships, Grades 9-OAC, Swimming, Sudbury, 1994 03 04-05 (Friday to Saturday)
 - (x) OFSAA Championships, Grades 9-OAC, Boys' Hockey, Toronto, 1994 03 23-26, (Wednesday to Saturday)
 - (xi) OFSAA Championships, Grades 9-OAC, Gymnastics, Lindsay, 1994 04 28-30 (Thursday to Saturday)

- 2 -

- (xii) OFSAA Championships, Grades 9-OAC, Badminton (Junior/Senior), Toronto, 1994 05 05-07 (Thursday to Saturday)
- (xiii) OFSAA Championships, Grades 9-OAC, Boys' Soccer, Brampton, 1994 06 02-04 (Thursday to Saturday)
- (xiv) OFSAA Championships, Grades 9-OAC, Track and Field, Kitchener, 1994 06 03-04 (Friday to Saturday)
- (xv) OFSAA Championships, Grades 9-OAC, Girls' Soccer, Peterborough, 1994 06 02-04 (Thursday to Saturday)
- (xvi) OFSAA Championships, Grades 9-OAC, Boys' Basketball, Toronto, 1994 06 11-12 (Saturday to Sunday)
- (xvii) Scott Park, Grades 9-11, Stratford, 1993 11 11 (Thursday)
- (xviii) Sir Winston Churchill, Grades 9-10, Basketball Tournament, Huntsville, 1993 10 29-31 (Friday to Sunday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

cv

**REPORT OF THE
NAME SEARCH COMMITTEE - MOUNTAIN SECONDARY SCHOOL**

Present: Trustee G. Darby (Chairman), Orban and Rodgerson.

Also

Present: Trustee Mulholland.

Official Present: N. Nicholls, Superintendent of Schools - Areas 2 and 4

The Committee recommends:

ELEMENTARY/SECONDARY

1. That Doug Robb, President of the Ontario Secondary School Teachers' Association, District 8, Paul Murphy, President of the Hamilton Secondary School Principals' Association and Margaret Bowman, Principal of the Mountain Secondary School, be invited to participate in assisting the Name Search Committee in selecting a name for the Mountain Secondary School and be asked to solicit input from their respective organizations by the end of November, 1993.

Respectfully submitted

G. DARBY
Chairman

Committee Room
1993 10 04

A G E N D A
OPERATIONS AND FINANCE COMMITTEE
1993 11 09

Confirmation of the minutes of the 1993 10 12 meeting.

GENERAL
BUSINESS ARISING OUT OF THE MINUTES:

1. Accommodation Report Update and Preparation for 1994 Edition – Pages 1 to 4
2. Report on Sale of Surplus Schools and Sites – Pages 5 to 13

NEW BUSINESS:

1. Presentation regarding the Budget – Hamilton and District Chamber of Commerce
2. Interim Financial Status Report (as of 1993 09 30) – Pages 14 to 20
3. Request for a Report on Building Repair Financing Models – Trustee Korz – Pages 21 and 22
4. 1994 Capital Expenditure Multi-Year Forecast: Allocations for 1995 to 1999 – Pages 23 to 27
5. Renovations:
 - a) Queen Mary Elementary School – Pages 28 to 33
– approval to proceed to working drawing and tender stage
 - b) Hill Park Secondary School – Phase II – Pages 34 to 38
– approval to proceed to working drawing and tender stage
 - c) Hillsdale Elementary School – Phase II – Pages 39 to 41
– approval to proceed to tender stage
6. Report on Public Relations Planning – Pages 42 to 72

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials regarding Public Meetings re Closure of Ainslie Wood and Crestwood Secondary (Vocational) Schools – Pages 73 to 79

NEW BUSINESS:

1. Recommendations of the Director of Education – Page 80
2. Update on Student Health Centre – requested by Trustee Korz

QUESTION 1
1.1.1.1

Comparison of the results of the two tests

1.1.1.2

Comparison of the results of the two tests

- 1. Comparison of the results of the two tests
- 2. Comparison of the results of the two tests

1.1.1.3

Comparison of the results of the two tests

- 1. Comparison of the results of the two tests

- 2. Comparison of the results of the two tests

- 3. Comparison of the results of the two tests

1.1.1.4

Comparison of the results of the two tests

- 1. Comparison of the results of the two tests

- 2. Comparison of the results of the two tests

- 3. Comparison of the results of the two tests

1.1.1.5

Comparison of the results of the two tests

- 1. Comparison of the results of the two tests

1.1.1.6

- 1. Comparison of the results of the two tests

- 2. Comparison of the results of the two tests

1993 11 09

TO: Chairman and Members
Operations and Finance Committee
The Board of Education for the City of Hamilton

FROM: P. Gillie , Superintendent - Administrative Services
Chair of Accommodation Committee

RE: Accommodation Report Update and Preparation for 1994 Edition

REPORT: Information and Decision

ISSUES

1. To update the Board on the status of approved recommendations in the 1993 Accommodation Report
2. To outline for approval the goals for Accommodation for the 1994 Report.
3. To establish the dates for presenting the 1994 Accommodation Report.

BACKGROUND

A. Process

The Annual Report of Accommodation is presented and approved in the Spring of each year. The Annual Report to the Ministry of Education of Capital Expenditure Forecasts is developed from the approved Annual Accommodation Report. From time to time, reports dealing with Accommodation are brought forward. Last Fall an update to the Accommodation Report and goals of the Accommodation Committee for the upcoming year was presented.

Since approval of the 1993 Report in May the Accommodation Committee has met four times. The Members of the 1994 Accommodation Committee are provided in Appendix A. In June the Committee met to review the presentation of the 1993 Report and the issues that were raised through question and comment by Trustees. As a result the Chair of the Accommodation Committee brought to the attention of the Accommodation Committee the following :

- 1.) the possibility of including immigration information as part of the forecasts.
- 2.) the need to examine the placement of Special Education Classes across the System
- 3.) the need to provide more information about criteria for renovations
- 4.) the need to consider non school facilities such as the Dundurn Facility

The Summary of Recommendations with comments about actions taken to date is found in Appendix B. The Summary is in reference to recommendations made in 1993 only. A more complete summary of projects is in the long range Accommodation Plan detailed in the Capital Expenditure Forecast included on the November Operations and Finance Agenda..

The Committee has met three times this Fall. The first meetings considered the work for the year including the mandate . The third meeting was a tour of the Dundurn Facility in order to gain an understanding of the accommodation factors that will have to be examined in considering the site. As well, the Program Sub Committee, charged with developing a plan to integrate more fully program building changes into the Accommodation Report has met and reported to the Accommodation Committee.

B. Outcome

1. Report Format - the format used in the 1993 edition will be retained, including the statistical summaries.
2. Timeline - the Report will be distributed at the May 1994 Operations and Finance Committee and be presented and debated at Special Meetings of Operations and Finance to be scheduled for Monday May 16 and Wednesday May 18, 1994.
3. Committee Mandate - After considerable discussion the Committee continues to believe that it has the following goals to meet:
 - a) determine the Accommodation needs of the System
 - b) determine the costs of identified needs
 - c) make recommendations for addressing the identified needs

In carrying out the mandate this year, the Committee will be including an examination of the Dundurn Facility and expects to bring forth recommendations with respect to this site. As a result of initial work by the Program Sub Committee we have conducted a preliminary review of our accessibility plan and expect to bring forward recommendations for this plan. In considering a plan for integrating more closely program building needs with the Plant Department, the current shifts in curriculum, and impact of the Common Curriculum, are presenting us with many dilemmas to resolve in order to be able to develop a long term plan.

4. The Financial Context of the Report - The Committee has discussed the economic context in which the needs identified in the Annual Accommodation Reports now exist. While the Accommodation Committee is aware of the possibility of reviewing the status of previous approved recommendations it believes that its role is as defined by the mandate. This Report then does not alter any approved recommendations from the 1993 or previous Accommodation Reports.

Within its mandate for the year the Accommodation Committee could review existing recommendations within a defined context. The result would likely be a set of criteria for examining priorities. Any direction in this regard would have an effect on our work for the year.

RECOMMENDATIONS

1. That Monday May 16, 1994 and Wednesday May 18, 1994 be Special Meetings of Operations and Finance for the purpose of presenting for approval the 1994 Accommodation Report.
2. The Report Format, and Committee Mandate as outlined in Part B. be approved.
3. That this report be received as an information update.

RATIONALE

Establishing Special Meeting dates this early will facilitate overall planning. Receiving support for the direction of the Committee reinforces the mandate and provides an opportunity for input into the direction early in the Accommodation Process. The information update keeps everyone aware of the progress of recommendations since approval in May.

APPENDIX A

DIRECTOR'S ACCOMMODATION COMMITTEE 1993-1994

MEMBERSHIP

NAME	POSITION/TITLE
Pat Gillie	Chair Superintendent - Administrative Services
Greg Rutledge	Vice-Chair Controller
Sandy Hill	Trustee, Ward 4 Trustee Representative
Murray Quinn	Superintendent of Schools Lower City - Area 1/3
Nancy Nicholls	Superintendent of Schools Mountain - Area 2/4
Rosaire Lavoie	Superintendent, French as a First Language
Betty Bond	Superintendent of Program
Bob Orlando	Superintendent of Plant
Sue Wilson	Supervisor Transportation Dept.
Daryl Sage	Finance Dept.
Len Dixon	Manager Computer Services
Keith Seguin	Staff Assistant Electrical
Bob Leedale	Principal Adult and Continuing Education
Sharon O'Halloran	President H.W.T.A.
Jack Niewland	President O.P.S.T.F.
Doug Robb	President O.S.S.T.F.
Ralph Grant	Teacher, Georges P. Vanier President, A.E.F.O.
Brian Castle	Principal, Ridgemount School Past President, H.P.A.
Murray Kilby	Principal, Delta Secondary H.S.S.P.C. Representative
Wanda Lane	Principal, Robert Land School Program Sub Committee Chair

INSTITUTIONAL INVESTMENT REPORT

Report prepared for the Board of Directors of the Institution, dated 12/31/2010.

Summary of Investment Performance

Investment Strategy	Return (%)	Volatility (%)	Correlation (%)
Global Equity	12.5	15.2	0.85
Global Fixed Income	8.1	4.3	0.92
Global Real Estate	10.3	12.1	0.78
Global Commodities	9.7	18.5	0.65
Global Private Equity	15.2	22.1	0.95
Global Hedge Funds	11.8	19.3	0.72
Global Infrastructure	13.4	10.5	0.88
Global Alternative Assets	14.1	16.7	0.81
Global Multi-Sector	12.9	14.8	0.83
Global Emerging Markets	11.5	17.4	0.76
Global Sustainable Investing	10.8	13.9	0.89
Global Impact Investing	12.2	15.5	0.86
Global Socially Responsible Investing	11.9	14.2	0.87
Global Environmental, Social & Governance (ESG)	12.6	15.1	0.84
Global Carbon Footprint	12.3	15.3	0.85
Global Water Stewardship	12.7	14.9	0.83
Global Human Rights	12.4	15.2	0.84
Global Labor Practices	12.5	15.1	0.85
Global Anti-Corruption	12.6	15.0	0.84
Global Transparency	12.7	14.9	0.83
Global Accountability	12.8	14.8	0.82
Global Integrity	12.9	14.7	0.81
Global Trust	13.0	14.6	0.80
Global Reputation	13.1	14.5	0.79
Global Brand	13.2	14.4	0.78
Global Customer Satisfaction	13.3	14.3	0.77
Global Employee Engagement	13.4	14.2	0.76
Global Supplier Performance	13.5	14.1	0.75
Global Vendor Management	13.6	14.0	0.74
Global Procurement	13.7	13.9	0.73
Global Logistics	13.8	13.8	0.72
Global Distribution	13.9	13.7	0.71
Global Sales & Marketing	14.0	13.6	0.70
Global Research & Development	14.1	13.5	0.69
Global Innovation	14.2	13.4	0.68
Global Intellectual Property	14.3	13.3	0.67
Global Technology	14.4	13.2	0.66
Global Digital Marketing	14.5	13.1	0.65
Global E-commerce	14.6	13.0	0.64
Global Mobile	14.7	12.9	0.63
Global Cloud Computing	14.8	12.8	0.62
Global Big Data	14.9	12.7	0.61
Global Analytics	15.0	12.6	0.60
Global Artificial Intelligence	15.1	12.5	0.59
Global Robotics	15.2	12.4	0.58
Global Automation	15.3	12.3	0.57
Global Cybersecurity	15.4	12.2	0.56
Global Information Security	15.5	12.1	0.55
Global Data Privacy	15.6	12.0	0.54
Global Digital Rights	15.7	11.9	0.53
Global Internet Freedom	15.8	11.8	0.52
Global Open Access	15.9	11.7	0.51
Global Net Neutrality	16.0	11.6	0.50
Global Digital Divide	16.1	11.5	0.49
Global Digital Inequality	16.2	11.4	0.48
Global Digital Exclusion	16.3	11.3	0.47
Global Digital Literacy	16.4	11.2	0.46
Global Digital Skills	16.5	11.1	0.45
Global Digital Jobs	16.6	11.0	0.44
Global Digital Economy	16.7	10.9	0.43
Global Digital Society	16.8	10.8	0.42
Global Digital Culture	16.9	10.7	0.41
Global Digital Identity	17.0	10.6	0.40
Global Digital Privacy	17.1	10.5	0.39
Global Digital Security	17.2	10.4	0.38
Global Digital Trust	17.3	10.3	0.37
Global Digital Reputation	17.4	10.2	0.36
Global Digital Brand	17.5	10.1	0.35
Global Digital Customer Satisfaction	17.6	10.0	0.34
Global Digital Employee Engagement	17.7	9.9	0.33
Global Digital Supplier Performance	17.8	9.8	0.32
Global Digital Vendor Management	17.9	9.7	0.31
Global Digital Procurement	18.0	9.6	0.30
Global Digital Logistics	18.1	9.5	0.29
Global Digital Distribution	18.2	9.4	0.28
Global Digital Sales & Marketing	18.3	9.3	0.27
Global Digital Research & Development	18.4	9.2	0.26
Global Digital Innovation	18.5	9.1	0.25
Global Digital Intellectual Property	18.6	9.0	0.24
Global Digital Technology	18.7	8.9	0.23
Global Digital Digital Marketing	18.8	8.8	0.22
Global Digital E-commerce	18.9	8.7	0.21
Global Digital Mobile	19.0	8.6	0.20
Global Digital Cloud Computing	19.1	8.5	0.19
Global Digital Big Data	19.2	8.4	0.18
Global Digital Analytics	19.3	8.3	0.17
Global Digital Artificial Intelligence	19.4	8.2	0.16
Global Digital Robotics	19.5	8.1	0.15
Global Digital Automation	19.6	8.0	0.14
Global Digital Cybersecurity	19.7	7.9	0.13
Global Digital Information Security	19.8	7.8	0.12
Global Digital Data Privacy	19.9	7.7	0.11
Global Digital Digital Rights	20.0	7.6	0.10
Global Digital Internet Freedom	20.1	7.5	0.09
Global Digital Open Access	20.2	7.4	0.08
Global Digital Net Neutrality	20.3	7.3	0.07
Global Digital Digital Divide	20.4	7.2	0.06
Global Digital Digital Inequality	20.5	7.1	0.05
Global Digital Digital Exclusion	20.6	7.0	0.04
Global Digital Digital Literacy	20.7	6.9	0.03
Global Digital Digital Skills	20.8	6.8	0.02
Global Digital Digital Jobs	20.9	6.7	0.01
Global Digital Digital Economy	21.0	6.6	0.00
Global Digital Digital Society	21.1	6.5	-0.01
Global Digital Digital Culture	21.2	6.4	-0.02
Global Digital Digital Identity	21.3	6.3	-0.03
Global Digital Digital Privacy	21.4	6.2	-0.04
Global Digital Digital Security	21.5	6.1	-0.05
Global Digital Digital Trust	21.6	6.0	-0.06
Global Digital Digital Reputation	21.7	5.9	-0.07
Global Digital Digital Brand	21.8	5.8	-0.08
Global Digital Digital Customer Satisfaction	21.9	5.7	-0.09
Global Digital Digital Employee Engagement	22.0	5.6	-0.10
Global Digital Digital Supplier Performance	22.1	5.5	-0.11
Global Digital Digital Vendor Management	22.2	5.4	-0.12
Global Digital Digital Procurement	22.3	5.3	-0.13
Global Digital Digital Logistics	22.4	5.2	-0.14
Global Digital Digital Distribution	22.5	5.1	-0.15
Global Digital Digital Sales & Marketing	22.6	5.0	-0.16
Global Digital Digital Research & Development	22.7	4.9	-0.17
Global Digital Digital Innovation	22.8	4.8	-0.18
Global Digital Digital Intellectual Property	22.9	4.7	-0.19
Global Digital Digital Technology	23.0	4.6	-0.20
Global Digital Digital Digital Marketing	23.1	4.5	-0.21
Global Digital Digital E-commerce	23.2	4.4	-0.22
Global Digital Digital Mobile	23.3	4.3	-0.23
Global Digital Digital Cloud Computing	23.4	4.2	-0.24
Global Digital Digital Big Data	23.5	4.1	-0.25
Global Digital Digital Analytics	23.6	4.0	-0.26
Global Digital Digital Artificial Intelligence	23.7	3.9	-0.27
Global Digital Digital Robotics	23.8	3.8	-0.28
Global Digital Digital Automation	23.9	3.7	-0.29
Global Digital Digital Cybersecurity	24.0	3.6	-0.30
Global Digital Digital Information Security	24.1	3.5	-0.31
Global Digital Digital Data Privacy	24.2	3.4	-0.32
Global Digital Digital Digital Rights	24.3	3.3	-0.33
Global Digital Digital Internet Freedom	24.4	3.2	-0.34
Global Digital Digital Open Access	24.5	3.1	-0.35
Global Digital Digital Net Neutrality	24.6	3.0	-0.36
Global Digital Digital Digital Divide	24.7	2.9	-0.37
Global Digital Digital Digital Inequality	24.8	2.8	-0.38
Global Digital Digital Digital Exclusion	24.9	2.7	-0.39
Global Digital Digital Digital Literacy	25.0	2.6	-0.40
Global Digital Digital Digital Skills	25.1	2.5	-0.41
Global Digital Digital Digital Jobs	25.2	2.4	-0.42
Global Digital Digital Digital Economy	25.3	2.3	-0.43
Global Digital Digital Digital Society	25.4	2.2	-0.44
Global Digital Digital Digital Culture	25.5	2.1	-0.45
Global Digital Digital Digital Identity	25.6	2.0	-0.46
Global Digital Digital Digital Privacy	25.7	1.9	-0.47
Global Digital Digital Digital Security	25.8	1.8	-0.48
Global Digital Digital Digital Trust	25.9	1.7	-0.49
Global Digital Digital Digital Reputation	26.0	1.6	-0.50
Global Digital Digital Digital Brand	26.1	1.5	-0.51
Global Digital Digital Digital Customer Satisfaction	26.2	1.4	-0.52
Global Digital Digital Digital Employee Engagement	26.3	1.3	-0.53
Global Digital Digital Digital Supplier Performance	26.4	1.2	-0.54
Global Digital Digital Digital Vendor Management	26.5	1.1	-0.55
Global Digital Digital Digital Procurement	26.6	1.0	-0.56
Global Digital Digital Digital Logistics	26.7	0.9	-0.57
Global Digital Digital Digital Distribution	26.8	0.8	-0.58
Global Digital Digital Digital Sales & Marketing	26.9	0.7	-0.59
Global Digital Digital Digital Research & Development	27.0	0.6	-0.60
Global Digital Digital Digital Innovation	27.1	0.5	-0.61
Global Digital Digital Digital Intellectual Property	27.2	0.4	-0.62
Global Digital Digital Digital Technology	27.3	0.3	-0.63
Global Digital Digital Digital Digital Marketing	27.4	0.2	-0.64
Global Digital Digital Digital E-commerce	27.5	0.1	-0.65
Global Digital Digital Digital Mobile	27.6	0.0	-0.66
Global Digital Digital Digital Cloud Computing	27.7	-0.1	-0.67
Global Digital Digital Digital Big Data	27.8	-0.2	-0.68
Global Digital Digital Digital Analytics	27.9	-0.3	-0.69
Global Digital Digital Digital Artificial Intelligence	28.0	-0.4	-0.70
Global Digital Digital Digital Robotics	28.1	-0.5	-0.71
Global Digital Digital Digital Automation	28.2	-0.6	-0.72
Global Digital Digital Digital Cybersecurity	28.3	-0.7	-0.73
Global Digital Digital Digital Information Security	28.4	-0.8	-0.74
Global Digital Digital Digital Data Privacy	28.5	-0.9	-0.75
Global Digital Digital Digital Digital Rights	28.6	-1.0	-0.76
Global Digital Digital Digital Internet Freedom	28.7	-1.1	-0.77
Global Digital Digital Digital Open Access	28.8	-1.2	-0.78
Global Digital Digital Digital Net Neutrality	28.9	-1.3	-0.79
Global Digital Digital Digital Digital Divide	29.0	-1.4	-0.80
Global Digital Digital Digital Digital Inequality	29.1	-1.5	-0.81
Global Digital Digital Digital Digital Exclusion	29.2	-1.6	-0.82
Global Digital Digital Digital Digital Literacy	29.3	-1.7	-0.83
Global Digital Digital Digital Digital Skills	29.4	-1.8	-0.84
Global Digital Digital Digital Digital Jobs	29.5	-1.9	-0.85
Global Digital Digital Digital Digital Economy	29.6	-2.0	-0.86
Global Digital Digital Digital Digital Society	29.7	-2.1	-0.87
Global Digital Digital Digital Digital Culture	29.8	-2.2	-0.88
Global Digital Digital Digital Digital Identity	29.9	-2.3	-0.89
Global Digital Digital Digital Digital Privacy	30.0	-2.4	-0.90

Report prepared for the Board of Directors of the Institution, dated 12/31/2010.

Summary Of 1993 Accommodation Recommendations

APPENDIX B

Reference : Pages 2 and 3 of 1993 Accommodation Report

	#	RECOMMENDATION	ACTIONS TO DATE
AREA ONE	1	That the Grade 6 students from Strathcona and Hess Street be moved to the Middle School program at Ryerson once an addition is constructed.	for future implementation
	2	That the Grade 6 and Grade 7 French Immersion students from Sanford Avenue feed into the Glen Brae Middle School French Immersion program beginning September 1993.	complete
	3	That the Binkley reopening be deferred and the lease with the Hamilton-Wentworth Library Board be renewed on an annual basis.	complete
	4	That the Lawrence Alternative Program be relocated to Scott Park for September 1994.	to be done
	11	That the Superintendent of Plant be authorized to recommend an Architect for the Central School project.	to be done
	14	That the Superintendent of Plant be authorized to recommend an Architect for the Ryerson project.	to be done
AREA TWO	5	That the library and parking area at Westwood be enlarged in 1994 at a cost of \$250,000.	to be done
	6	That the site for the Phoenix Alternate Education program be identified and the costing for the re-location be included in the 1994 budget.	to come to Accommodation Committee
AREA THREE	12	That the Superintendent of Plant be authorized to recommend an Architect for the Glendale project.	to be done
AREA FOUR	13	That the Superintendent of Plant be authorized to recommend an Architect for the Barton project.	to be done
AREA FIVE	10	That the Superintendent of Plant be authorized to undertake a feasibility study with respect to the provision of a new auditorium/gymnasium and for accessibility and parking lot improvements at G. P. Vanier.	to be done
PROGRAM	7	The projects designated for 1994 be approved and \$642,636 be considered in the 1994 Budget.	subject to 94 Budget Development
PROPERTIES AND LEASES	8a	That the officials continue to monitor the Real Estate Market and report back to the Operations Management Committee requesting permission to declare any one of the schools surplus to the Board's needs and that the school be sold.	report included in November 93 Operations and Finance Committee
	8b	That the officials continue to lease schools with the exception of Comley until such time as the Board requires them or if any one of the schools becomes surplus to the Board's needs a report would be presented to the Operations Management Committee requesting permission to declare the school surplus to the Board's needs and that the school be sold.	being done
	8c	That the officials continue to monitor the Real Estate Market and report back to the Operations Management Committee requesting permission to declare any one of the sites surplus to the Board's needs and that the site be sold.	November Operations and Finance Committee
PLANT	9	That the extended program for renovations to 1997 be approved and that the Superintendent of Plant continue to develop plans for this work.	on going
	15	That the Boiler Replacement Program to 1998 be approved and that funds be considered in the 1994 budget of \$390,000 for boiler replacement work.	- all being done subject to the 1994 Budget - as a result each year of the plan could change
	16	That the Painting Program as outlined for 1994 be approved and that funds be considered in the 1994 budget in the amount of \$345,630 for this work.	
	17	That the Roofing Program for 1994 be approved and that funds be considered in the 1994 budget for the roofing program in the amount of \$875,000 for this work.	
	18	That the Masonry Repairs & Restoration Program as outlined be approved and that \$240,000 be considered in the 1994 budget.	
	19	That the Asphalt & Concrete Major Repair Program as outlined be approved and that \$357,000 be considered in the 1994 budget for this purpose.	
	20	That the Lighting Energy Reduction Program as outlined be approved and that \$60,000 be considered in the 1994 Budget for Phase I of this program.	

To: The Chairman and Members of
The Operations and Finance Committee
1993 11 09

From: Paul Shewfelt
Superintendent of Finance and Treasurer

Re: Sale of Surplus Schools and Sites

REPORT INFORMATION/DECISION

BACKGROUND

The Accommodation Committee recommended to the Board in June that the officials continue to monitor the real estate market and report back to the Operations Management Committee requesting permission to declare any one of the schools and sites listed below surplus to the Board's needs and that the school or site be sold.

SCHOOLS

Brantdale
Eastview
Glenview
Onteora

Ridge (permission given to sell in 1989 - tendered in 1991 - too low - not accepted)

VACANT SITES

Albion Falls Neighbourhood (Block 82) - 8 acres
Bruleville Neighbourhood (Block 67) - 0.338 acres
Kentley Neighbourhood (Block 37) - 6 acres

In discussions with Chambers & Company our real estate advisors, it was determined that the market would be receptive to the following properties:

SCHOOLS

Brantdale - vacant
Onteora - lease expires Mar. 31/94
Ridge - vacant

VACANT SITES

Bruleville Neighbourhood (Block 67) - 0.338 acres
Kentley Neighbourhood (Block 37) - 6 acres

The process to sell properties is outlined on Appendix A.
Ministry of Education regulations are outlined on Appendix B.

ISSUE

To determine the position of trustees on the marketing of these properties at the present time.

RECOMMENDATIONS

That the Superintendent of Finance and Treasurer be authorized to carry out the following recommendations:

- 1/ That Brantdale School and Site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Brantdale School in this attendance area within ten years of the date of disposal. The funds realized from this sale be placed in Capital Reserves.
- 2/ That Onteora School and Site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Onteora School in this attendance area within ten years of the date of disposal. The funds realized from this sale be placed in Capital Reserves.
- 3/ That the Board sell the 0.338 acre parcel of land in Lot 11 Concession 6 (Barton) in accordance with Ministry regulations and that the funds realized from this sale be placed in Capital Reserves.
- 4/ That the Board sell the 6.00 acre parcel of land in Lot 29 Concession 2 (Saltfleet) in accordance with Ministry regulations and that the funds realized from this sale be placed in Capital Reserves.

RATIONALE

- 1/ The real estate market is slowly stabilizing and will stay at its present level or a little lower for the next 3 to 5 years with no guarantee that it will rise even after this period of time.
- 2/ There are continuing maintenance and insurance costs to these buildings and sites.
- 3/ There have been inquiries to purchase Brantdale School.
- 4/ We have received several inquiries as to the status of Ridge School due to real estate activity along Upper James.
- 5/ Onteora is a good location for re-development.
- 6/ We have received several inquiries to purchase Bruleville site.
- 7/ Kentley is a very valuable single family home development site.

We are taking under advisement the following suggestions from Chambers & Company on how the Board might increase the value of our properties depending on the site; a) apply for re-zoning, b) demolish school and sell as vacant land, c) vacant site - take site to draft plan approval.

APPENDICES -

A - TIMETABLE PROCESS	E - RIDGE SCHOOL
B - MINISTRY OF EDUCATION REGULATIONS	F - BRULEVILLE SITE
C - BRANTDALE SCHOOL	G - KENTLEY SITE
D - ONTEORA SCHOOL	

Prepared By: Doug Kelterborn, Manager, Property & Insurance
 Submitted By: Paul E. Shewfelt, Superintendent of Finance & Treasurer
 Approved By: Donald W. Goodridge, Director of Education & Secretary

Appendix A

TIMETABLE FOR SELLING SCHOOLS AND SITES - 1993 - 1994

• Accommodation Committee	Sept. 29/93		
• Senior Management	Oct. 25/93		
• Operations & Finance Committee	Nov. 9/93		
• Board	Nov. 18/93		
• Letters sent to Preferred Agencies	Nov. 25/93		
• Appraisal of school and site	Dec. 17/93		
• Replies back from Preferred Agencies (90 days)	Feb. 22/94		
• Senior Management	Mar. 28/94		
• Preferred Agency or Public Tender	April/94		
	<u>Preferred Agency</u>	<u>Public Tender</u>	
• Recommendation to OFC	Apr. 12/94	---	
• Board (If sold to Preferred Agency)	Apr. 21/94	---	
• Tenders returned			May 5/94
• Senior Management			May 16/94
• Operations & Finance Committee			June 7/94
• Board			June 16/94
• Sold by			July/94

Ministry of Education Regulations - re Sale of Board Property

- 1/ The property is to be offered in writing to the following in succession
- a) another school board - Hamilton-Wentworth Roman Catholic Separate School Board,
 - b) a publicly supported post-secondary educational institution - McMaster University, Mohawk College
 - c) the municipality in which the property is located - Corporation of the City of Hamilton or a regional municipality - Regional Municipality of Hamilton-Wentworth or boards and agencies under governance of such municipalities,
 - d) a Ministry of the Government of Ontario or an authority established by it,
 - e) a Ministry of the Government of Canada or an authority established by it.

If offering a school for sale, notify the local architectural Conservation Advisory Committee.

- 2/ If after offering the property to the above bodies, the Board receives no written response within 90 days from the date of the offer or a refusal of the offer, it may, with the approval of the Minister, sell the building:
- a) to an organization funded in whole or in part on a continuing basis by the Province of Ontario, or the Government of Canada, or as the Minister may approve,
 - b) through the process of public tender.

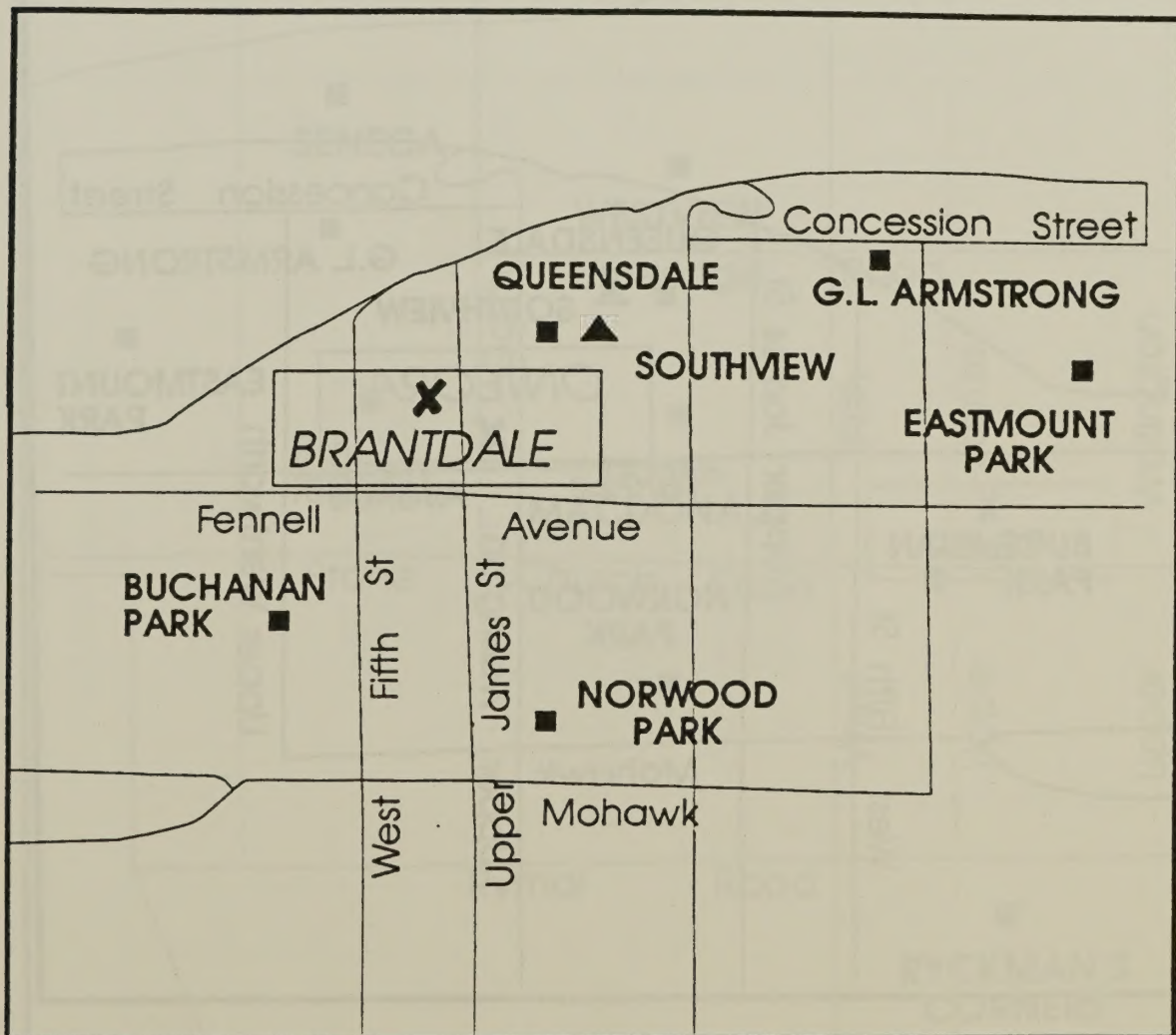
10/10/2010

Summary of the 10/10/2010 meeting

1. The 10/10/2010 meeting was held at the 10/10/2010 meeting.
2. The 10/10/2010 meeting was held at the 10/10/2010 meeting.
3. The 10/10/2010 meeting was held at the 10/10/2010 meeting.
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Brantdale School - 15 Brantdale Avenue

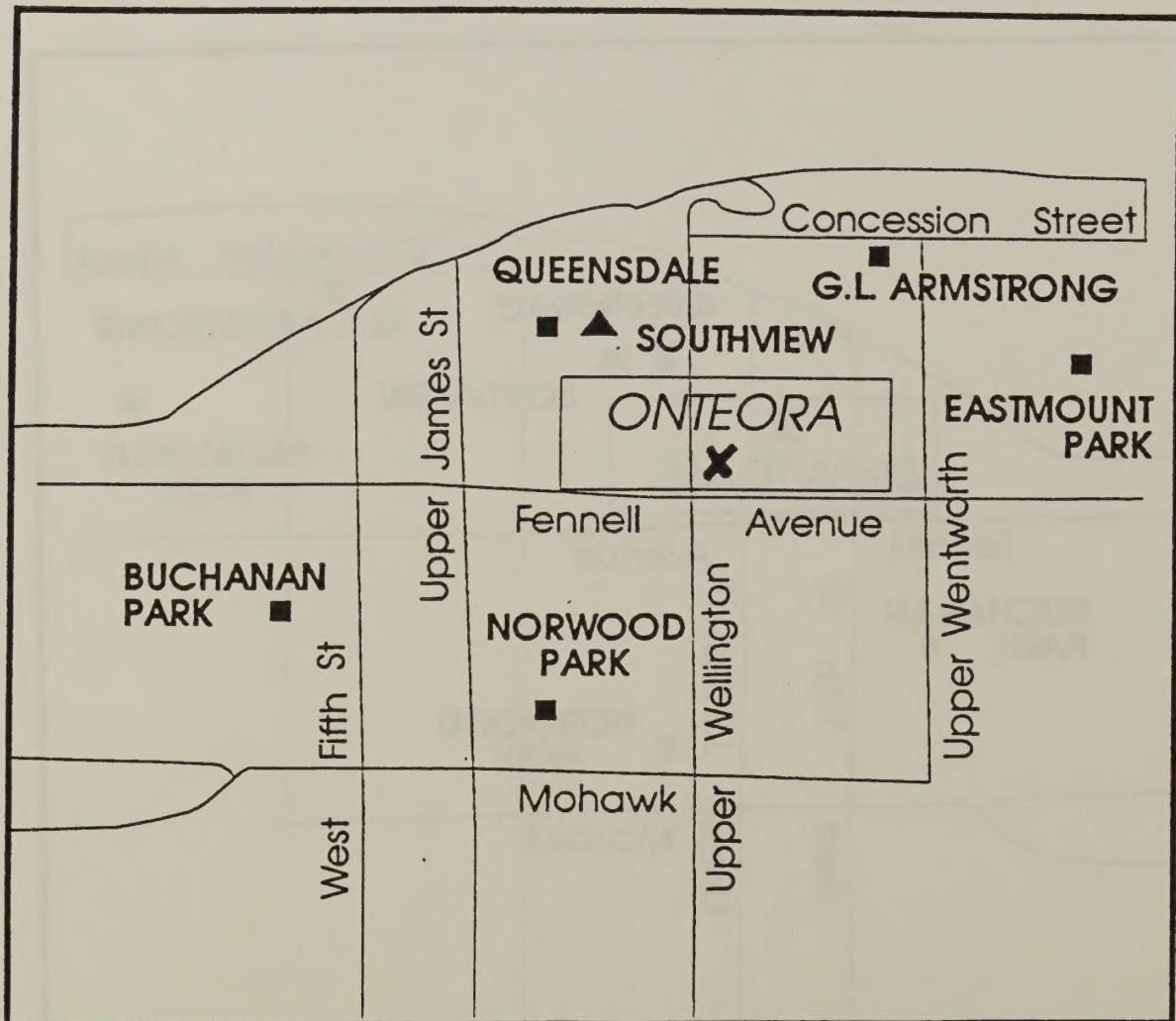
Brantdale School was closed in 1977. It was built in 1913, with additions in 1922 and 1953. Brantdale has a total square footage of approximately 15,351 and is situated on a 1 acre site. The property is zoned "C" (Single Family Dwelling). The building has been vacant since June 1992.



Onteora School - 243 Fennell Avenue East

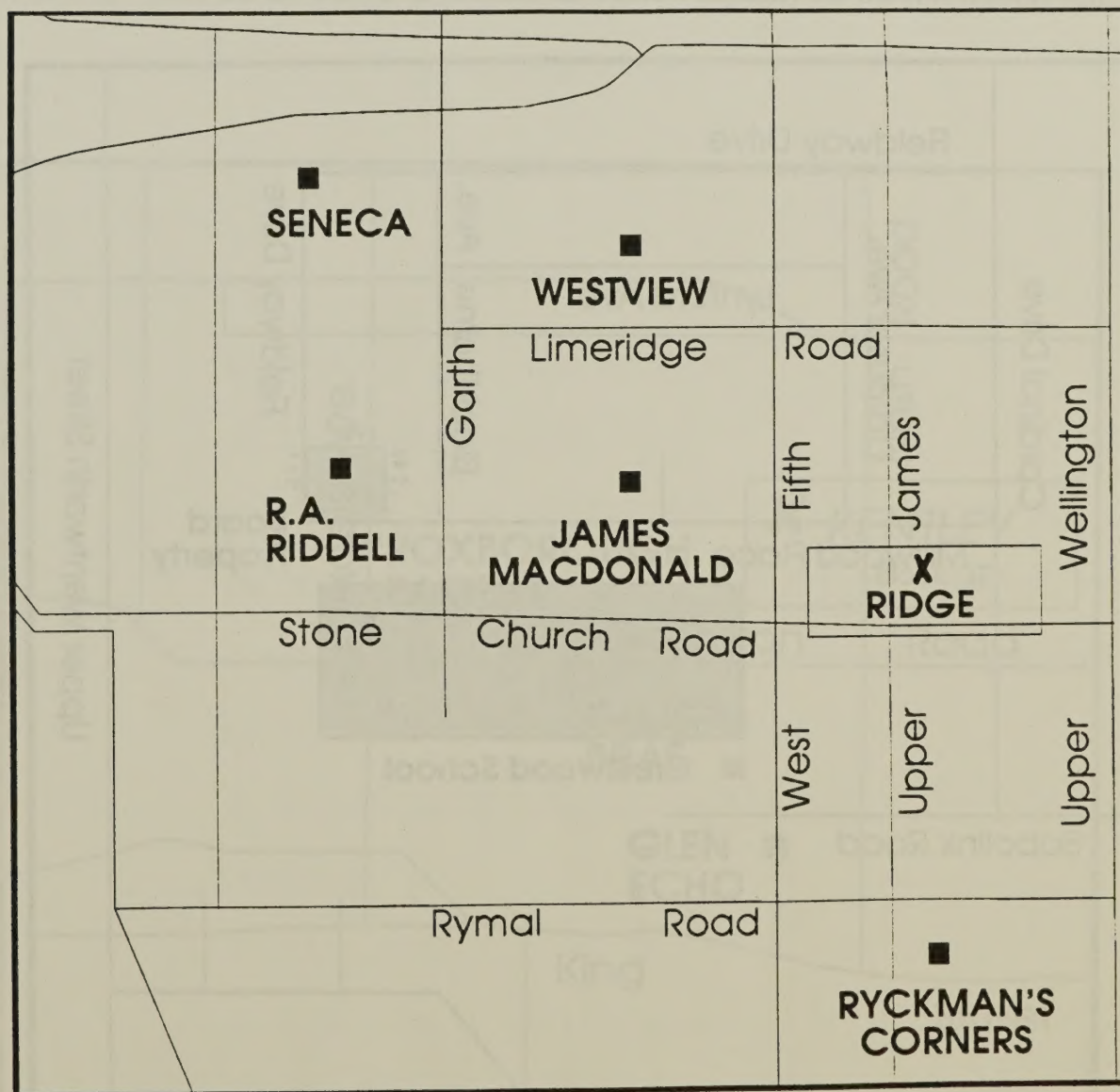
Onteora School was closed in 1978. The original building was constructed in 1922. An addition was added in 1961. Onteora has a total square footage of approximately 23,654 and is situated on a 2.45 acre site. The property is zoned "C" (Single Family Dwelling).

The current tenant is the Canadian Japanese Cultural Centre, whose lease will expire on December 31, 1993.



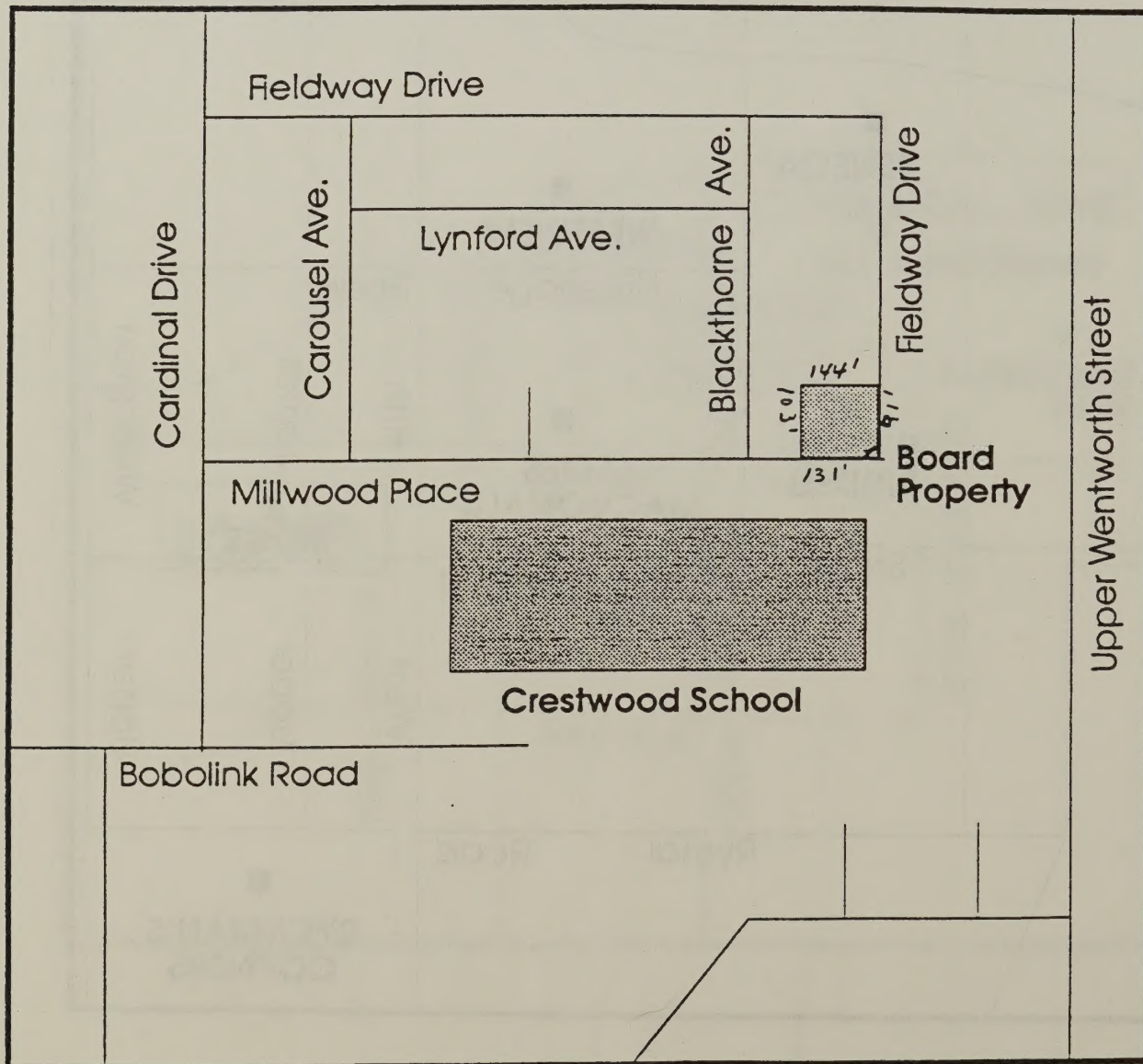
Ridge School - 1289 Upper James Street

Ridge School was closed in 1977. It was built in 1947, with additions in 1949 and 1951. Ridge has a total square footage of approximately 11,655 and is situated on a 1.45 acre site. The property is zoned "C" (Single Family Dwelling), can be rezoned to "CR1" Commercial Residential. The building has been vacant since 1990.



Site - Bruleville Neighbourhood (Block 67)

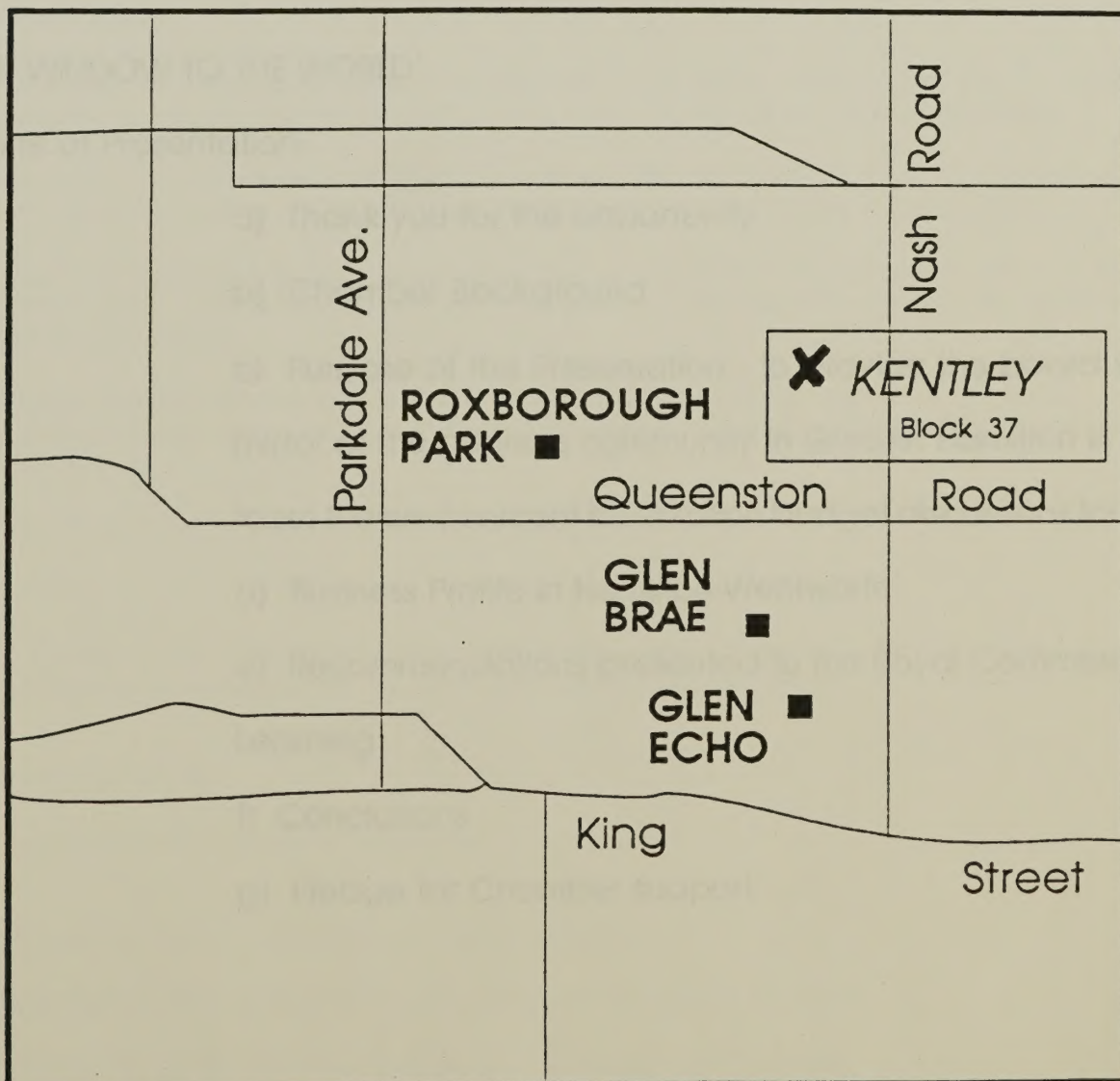
This 0.338 acre site was originally part of Crestwood School site. With the completion of Fieldway Drive to Millwood Place, the Board has a parcel of land that could be divided into two serviced lots for homes. At present, there are new homes being constructed next to the Board's site.



**Site - Kentley Neighbourhood (Block 37),
Lot 29, Concession 2, (Saltfleet)**

This 6.00 acre site was originally purchased by the Board in 1964 for use as an elementary school site. The site is situated between Nugent Drive and Kentley Drive located off Nash Road in a neighbourhood which has been fully developed for some time. The property is zoned "C" (Single Family Dwelling).

The elementary pupils from this area are currently accommodated at Glen Echo and Glen Brae schools, both of which are forecast to have enrolment below capacity for the foreseeable future.





HAMILTON & DISTRICT CHAMBER OF COMMERCE

Presentation to

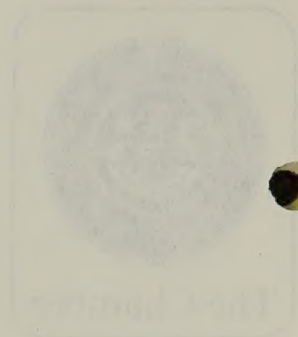
The Hamilton Board of Education

November 9, 1993

"OUR WINDOW TO THE WORLD"

Outline of Presentation:

- a) Thank you for the opportunity
- b) Chamber Background
- c) Purpose of the Presentation - to provide the board with a mirror of the business community in Greater Hamilton in order to set the environment for taxation budget discussions for 1994
- d) Business Profile in Hamilton-Wentworth
- e) Recommendations presented to the Royal Commission on Learning
- f) Conclusions
- g) Pledge for Chamber support



THE HONOURABLE CHAIRMAN OF COMMERCE

MEMORANDUM

THE HONOURABLE CHAIRMAN OF COMMERCE

MEMORANDUM

THE HONOURABLE CHAIRMAN OF COMMERCE

MEMORANDUM

THE HONOURABLE CHAIRMAN OF COMMERCE

MEMORANDUM

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THE HONOURABLE CHAIRMAN OF COMMERCE

THE HONOURABLE CHAIRMAN OF COMMERCE

MEMORANDUM

MEMORANDUM

MEMORANDUM

To: The Chairman and Members of
Operations and Finance Committee
1993-11-09

FROM: Paul E. Shewfelt,
Superintendent of Finance and Treasurer

RE: Interim Financial Status Report - September 30, 1993

REPORT: Information

BACKGROUND:

The Interim Financial Status Report for the nine month period ended September 30, 1993 compares the spending patterns for the first nine months of 1993 to the same period in 1992.

The report is prepared on a modified cash basis in that the expenditures and revenues are generally shown as they are paid or received. Commitments are included in the expenditures.

A higher amount of the budget has been expended to date than at the comparable period of the previous year. This arises primarily from the change in the payment schedule for teachers' salaries (see Note 1).

The revenues are approximately at the same percentage of the total budgets for both years. To date, the reduction in the grants has been offset for cash flow purposes primarily by the receipt of the levy.

Our year end position will be reported in early March 1994.

ISSUE:

To present the financial status of the Board of Education for the City of Hamilton for the nine month period ended September 30, 1993, using the modified cash basis.

RECOMMENDATION:

That the report be received for information.

Prepared by: Irene Polidori, Manager, Financial Services

Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer

Approved by: Donald W. Goodridge, Director of Education and Secretary

The Commission and the
Department of Justice
1990-1991

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A report of the Commission
on the activities of the
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Department of Justice

**THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE NINE MONTHS ENDED SEPTEMBER 30, 1993 & 1992**

	1993			1992			Inc./		N o t e
	Budget	Sept. 30	%	Budget	Sept. 30	%	(Decr)	%	
EXPENDITURES (000'S):									
Salaries & Wages, Employee Benefits	231,575	170,623	73.7	229,650	156,311	68.1	14,312	9.2	1
Travel, Personnel Training, Bursaries	813	454	55.8	899	477	53.1	(23)	-4.8	
Books & Supplies	11,548	7,747	67.1	12,927	8,474	65.6	(727)	-8.6	
Energy Costs	5,523	3,533	64.0	5,212	3,520	67.5	13	0.4	
New/Replacement Equipment	2,092	617	29.5	1,421	679	47.8	(62)	-9.1	
Debt Charges	2,488	1,917	77.0	2,333	1,763	75.6	154	8.7	
Capital from Current, Repairs, & Permanent Improvements	7,130	5,993	84.1	7,824	6,555	83.8	(562)	-8.6	
Rentals, Fees & Contractual Services	9,290	5,770	62.1	9,425	5,612	59.5	158	2.8	
Tuition Fees	4,567	2,626	57.5	3,998	2,278	57.0	348	15.3	
Charge Back of Taxes	2,596	1,947	75.0	2,350	1,762	75.0	185	10.5	
Provision for Reserves & Other	8,174	6,259	76.6	1,353	1,007	74.4	5,252	521.5	2
TOTAL EXPENDITURES	285,796	207,486	72.6	277,392	188,438	67.9	19,048	10.1	
REVENUES (000'S):									
Levy for Mill Rate, Refund	162,500	122,853	75.6	159,289	118,201	74.2	4,652	3.9	
Supp. Taxes, T.&T., P.I.L., Surplus	15,355	10,013	65.2	13,703	8,178	59.7	1,835	22.4	
Provincial Grants - Revenue Fund	89,006	58,823	66.1	83,625	57,789	69.1	1,034	1.8	3
Other Provincial Revenue	670	596	89.0	1,029	860	83.6	(264)	-30.7	
Tuition Fees	15,712	9,568	60.9	16,106	9,214	57.2	354	3.8	
Other Revenue	2,553	1,538	60.3	3,640	1,932	53.1	(393)	-20.3	
TOTAL REVENUES	285,796	203,392	71.2	277,392	196,174	70.7	7,218	3.7	

**THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO THE INTERIM FINANCIAL STATUS REPORT
FOR THE NINE MONTHS ENDED SEPTEMBER 30, 1993**

EXPENDITURES AND REVENUES

Note 1 Salaries, Wages and Employee Benefits

Effective September 1993, teachers are being paid in twelve installments in accordance with the terms of their contract. Two such installments are payable in September 1993 and two are payable in June 1994. This payment adjustment resulted in approximately \$10 million increase in cash outflow in September 1993 over the comparable period of the previous year. This differential will decrease over the remaining months as the payment schedule will be at one-twelfth of the annual salary versus one-tenth of the annual salary as was the case in previous years.

The balance of the increase over the comparable period is primarily due to increases arising from collective agreements.

Note 2 Provision for Reserves and Other

- (a) The Mill Rate Stabilization Reserve of \$5,723,000 was established in April 1993.
- (b) The Restructuring Reserve was established on receipt of the one time grant (budget - \$1,778,000, actual - \$188,000).

Note 3 Provincial Grants - Revenue Fund

Commencing July 1993, the provincial grants have been reduced as a result of the Social Contract Legislation (\$2,091,000) and the Expenditure Control Plan (\$675,000).

CAPITAL TRANSACTIONS

Capital Fund

In May 1993, the Board received a direct capital grant arising from the 1991 construction of Gordon Price Elementary School of \$1,708,000, (1992 - nil).

Capital Reserves

During 1993, there are minor expenditure adjustments arising from the renovations at King George and Lloyd George Elementary Schools, which were funded from capital reserves, (1992 - \$1,922,000).

**THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT
HISTORICAL INFORMATION
FOR THE YEARS ENDED DECEMBER 31, 1988 TO 1992**

	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>
EXPENDITURES (000's):					
Salaries, Wages and Benefits	159,074	175,347	196,095	211,210	223,364
Travel, Personnel Training, Bursaries	881	1,090	1,060	967	704
Books & Supplies	14,721	15,450	15,118	15,149	12,446
Energy Costs	4,271	4,422	4,442	4,810	5,338
New and Replacement Equipment	3,570	3,605	2,955	3,634	1,611
Debt Charges	1,568	1,163	1,253	936	2,333
Capital from Current, Repairs and Permanent Improvements	5,140	8,228	11,504	9,613	7,077
Rentals, Fees & Contractual Services	5,916	7,251	8,161	8,990	8,875
Tuition Fees	1,810	2,436	2,842	3,803	4,439
Charge Back of Taxes	1,494	1,279	1,956	1,622	6,165
Provision for Reserves and Other	<u>5,465</u>	<u>3,913</u>	<u>3,087</u>	<u>3,838</u>	<u>3,627</u>
TOTAL EXPENDITURES	<u>203,910</u>	<u>224,184</u>	<u>248,473</u>	<u>264,572</u>	<u>275,979</u>
REVENUES (000's):					
Levy for Mill Rate	115,543	128,453	152,382	153,988	159,289
Refund of Taxes	545	0	0	0	0
Suppl. Taxes, T. & T., P.I.L., Surplus	9,018	10,980	6,272	12,348	14,190
Provincial Grants - Revenue Fund	64,553	64,734	73,250	81,822	83,697
Other Provincial Revenue	328	741	915	1,027	3,272
Tuition Fees	10,516	13,242	14,772	15,867	16,043
Other Revenue	<u>5,187</u>	<u>4,668</u>	<u>3,997</u>	<u>4,987</u>	<u>6,900</u>
TOTAL REVENUES	<u>205,690</u>	<u>222,818</u>	<u>251,588</u>	<u>270,039</u>	<u>283,391</u>

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
 INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
 SUMMARY OF SHORT TERM INVESTMENTS (000'S)
 SEPTEMBER 30, 1993

SHORT TERM INVESTMENTS AS AT SEPTEMBER 30:

	<u>1993</u>	<u>1992</u>
Revenue Fund	\$7,720	\$19,620
Mill Rate Stabilization Reserve	5,816	-
Restructuring Reserve Fund	189	-
Capital Reserves	1,041	1,877
Capital Funds	79	1,288
Retirement Gratuity Reserve	6,430	7,205
Dofasco Assessment Appeal Reserve	-	3,549
TOTAL PORTFOLIO	<u>\$21,275</u>	<u>\$33,539</u>

INTEREST EARNINGS:

Revenue Fund	\$257	\$224
Mill Rate Stabilization Reserve	94	-
Restructuring Reserve Fund	1	-
Capital Reserves and Capital Funds	47	141
Retirement Gratuity Reserve	225	343
Dofasco Assessment Appeal Reserve	-	142
TOTAL PORTFOLIO INTEREST EARNED FOR NINE MONTHS	<u>\$624</u>	<u>\$850</u>

BORROWING SUMMARY:

Total Internal Borrowings	\$17,938	\$48,151
Total Internal Repayments	17,938	48,151
Total External Borrowings	1,138	3,083
Total External Repayments	1,138	3,083
BALANCE AS AT SEPTEMBER 30	<u>\$0</u>	<u>\$0</u>

INTEREST EXPENSE FOR NINE MONTHS:

Internal Borrowings	\$9	\$79
External Borrowings	-	1
	<u>\$9</u>	<u>\$80</u>

BANK INTEREST EARNED FOR NINE MONTHS:

<u>\$10</u>	<u>\$19</u>
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THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
 INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
 CONTINUITY SCHEDULE FOR RESERVE FUNDS
 SEPTEMBER 30, 1993

CAPITAL RESERVES (000'S)

	<u>Budget 1993</u>	<u>Actual 1993 09 30</u>	<u>Actual 1992 09 30</u>
Opening Balance	\$923	\$923	\$2,830
Revenues			
Interest Earned	56	47	141
Property Rentals	166	-	-
	<u>1,145</u>	<u>970</u>	<u>2,971</u>
Expenditures			
Capital Projects	-	(2)	1,922
Transfer to Revenue Fund	-	-	250
	<u>-</u>	<u>(2)</u>	<u>2,172</u>
Closing Balance	<u>\$1,145</u>	<u>\$972</u>	<u>\$799</u>

RETIREMENT GRATUITY RESERVES (000'S)

	<u>Budget 1993</u>	<u>Actual 1993 09 30</u>	<u>Actual 1992 09 30</u>
Opening Balance	\$6,553	\$6,553	\$7,483
Revenues			
Transfer from Revenue Fund	1,533	1,533	1,483
Interest Earned	322	225	343
	<u>8,408</u>	<u>8,311</u>	<u>9,309</u>
Expenditures			
Gratuities Paid	2,100	1,830	2,096
Closing Balance	<u>\$6,308</u>	<u>\$6,481</u>	<u>\$7,213</u>

**THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
SEPTEMBER 30, 1993**

MILL RATE STABILIZATION RESERVE (000'S)

	Budget 1993	Actual 1993 09 30
Opening Balance	\$ -	\$ -
Revenues		
Transfer from Revenue Fund to Establish Reserve	5,723	5,723
Interest Earned		94
Closing Balance	\$5,723	\$5,817

RESTRUCTURING RESERVE (000'S)

	Budget 1993	Actual 1993 09 30
Opening Balance	\$ -	\$ -
Revenues		
Transfer from Revenue Fund to Establish Reserve	1,777	188
Interest Earned		1
Closing Balance	\$1,777	\$189

1993 11 09

TO: The Chairman and Members of the Operations and Finance Committee
The Board of Education for the City of Hamilton
Hamilton, Ontario

FROM: Geoff Korz, Trustee

RE: Building Repair Financing Models

ISSUE:

Boards in other jurisdictions have initiated co-operative funding arrangements with private business in order to maximize the use of limited financial resources in the area of building upgrades and repairs. (See Hamilton Spectator article on reverse side)

In the interest of making these savings available to the Hamilton Board, it is recommended that the Superintendent of Finance explore the options being used by other boards, particularly in Newfoundland.

RECOMMENDATION:

That the Superintendent of Finance and Treasurer examine co-operative financing models for upgrades and repairs being used in other jurisdictions and report back to the Operations and Finance Committee prior to the presentation of the Final Estimates for 1994.

THE CHAIRMAN AND MEMBERS OF THE COMMITTEE ON THE
ECONOMY OF THE HOUSE OF REPRESENTATIVES
WASHINGTON, D.C.

REPORT OF THE COMMITTEE ON THE ECONOMY OF THE HOUSE OF REPRESENTATIVES

FOR THE YEAR 1961

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THE CHAIRMAN AND MEMBERS OF THE COMMITTEE ON THE ECONOMY OF THE HOUSE OF REPRESENTATIVES
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REPORT OF THE COMMITTEE ON THE ECONOMY OF THE HOUSE OF REPRESENTATIVES
FOR THE YEAR 1961

The Hamilton Spectator

1993 10 28

Boards use new scheme to repair schools

ST. JOHN'S, Nfld. — It sounds too good to be true: cash-strapped school boards getting overdue repairs completed at no charge.

But at least two school boards in Newfoundland are proving it can be done using a novel financing technique that experts say may be a painless way to rebuild the country's crumbling schools.

"For the people who own the buildings, it's certainly a no-lose situation," said Roger Lester, business manager for the Roman Catholic School Board of Newfoundland.

A report card on Canada's education infrastructure this month said as many as 800,000 students may have difficulty learning because they are taught in aging and poorly built schools.

The survey of about 600 school administrators from across Canada found that fluctuating temperatures and poor air quality affect about one in six schools.

The report, commissioned by the Ontario Association of School Business Officials, said the deterioration of schools is worsening because cash-strapped boards of education are dipping into their maintenance budgets to pay for rising electricity bills.

Develop plan

But the report's author, Shirley Hansen, urged schools to try a unique financing concept called "performance contracting."

Through this technique, a school board invites a company to study its buildings and develop a plan for improvements that would result in specific energy savings.

The company provides the capital to complete the repairs and is repaid with money the board saves through lower energy costs.

When the bill is paid, the board keeps all future savings for itself. If the changes don't result in the promised savings, the performance contracting company assumes the debt.

Newfoundland's Roman Catholic School Board signed such a contract in January, and annual savings on improvements to its 38 schools are estimated at more than \$250,000, said Mr. Lester.

It will take about six years to repay the debt, after which financial savings will go back into the board's maintenance budget, he said.

And the Avalon Consolidated School Board is repaying an \$830,000 building-improvement debt with \$200,000 in annual savings.

No capital outlay

When the debt is repaid, the board will have both the improvements and the savings, with no capital outlay, said business administrator Bob Johnston.

School superintendents say about 11 per cent of Newfoundland's schools are providing an inadequate learning environment for children. Of those buildings, 60 per cent are inadequate because of the decaying structure.

The province's Education Department has not investigated performance contracting as a tool to improve the condition of Newfoundland schools, said spokesman Carl Cooper.

He noted that the province is not directly involved in how school boards spend public money.

From Canadian Press

TO: The Chairman and Members of
The Operations and Finance Committee
1993 11 09

FROM: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

RE: **1994 Capital Expenditure Multi-Year Forecast:
Allocations for 1995 to 1999**

REPORT: For Information/Decision

BACKGROUND:

The Capital Expenditure Multi-Year Forecast summarizes our long-term capital needs and requests funding from the Ministry of Education and Training. The 1993 Accommodation Report identifies our capital needs for this report. Our previous report - 1992 Capital Expenditure Multi-Year Forecast was submitted in the fall of 1991.

ISSUES:

To determine the position of Trustees on our application for funding of capital projects as outlined in **Appendix A**.

RECOMMENDATION:

THAT the 1994 Capital Expenditure Multi-Year Forecast for 1995 to 1999 be approved.

RATIONALE:

The Ministry of Education and Training required our 1994 Capital Expenditure Multi-Year Forecast by November 1, 1993. Our report was filed on November 1, 1993, subject to Board approval.

Date: October 28, 1993

Page: 1

Ministry of Education and Training
Proposed Projects - For Growth

Board: HAMILTON

Section: E

Board Number: 64319

Brd Pri	Name of Project / Location	School Project Num	Port Class	1995	1996	1997	1998	1999	Local Share	Financing Debentures
1	New Middle School - Block 87 Brigade Drive - Block 87 MIDENT: 000000 YEAR: 0 TYPE: E	0.0 479.0	0 A1	8,000,000	0	0	0	0	4,000,000	Debentures
2	New Junior Elementary School - Block 90 Templemead Avenue - Block 90 MIDENT: 000000 YEAR: 0 TYPE: E	0.0 398.0	0 A1	6,000,000	0	0	0	0	3,000,000	Debentures
3	Ryerson - 5 Room Addition Robinson Street MIDENT: 495379 YEAR: 1969 TYPE: E	542.5 140.0	2 A2	0	1,000,000	0	0	0	500,000	Debentures
4	New Middle School - James MacDonald Chester Avenue - James MacDonald MIDENT: 000000 YEAR: 0 TYPE: E	0.0 479.0	0 A1	0	6,000,000	0	0	0	3,000,000	Debentures
5	New Junior Elementary School - Block 89 Brenda Street - Block 89 MIDENT: 000000 YEAR: 0 TYPE: E	0.0 398.0	0 A1	0	0	6,000,000	0	0	3,000,000	Debentures

Signature

OCT 29 1993

TOTAL	14,000,000	7,000,000	6,000,000	0	0	0	13,500,000
	1995	1996	1997	1998	1999		Local Share

Date: October 28, 1993

Page: 1

Ministry of Education and Training
Proposed Projects - For Non-Growth

Board: HAMILTON

Section: E

Board Number: 64319

Brd Pri	Name of Project / Location	School Project	Port Num	Class	1995	1996	1997	1998	1999	Local Share	Financing
1	Queen Mary PS 1292 Cannon Street East Hamilton MIDENT: 464430 YEAR: 1914	925.0 0.0	0	C1	11,500,000	0	0	0	0	3,833,333	Debentures
2	Consolidation of Caledon and Crestwood Caledon and Crestwood Campuses MIDENT: 897957 YEAR: 1968	316.0 0.0	0	B1	3,800,000	0	0	0	0	1,266,666	Debentures
3	Hill Park Renovations - Phase III of III 465 East 16th Street MIDENT: 916722 YEAR: 1954	1580.0 0.0	0	D2	1,500,000	0	0	0	0	500,000	Debentures
4	Accessibility - Hilledale School 50 Eastwood Street, Hamilton MIDENT: 259136 YEAR: 1971	463.0 0.0	0	F	300,000	0	0	0	0	100,000	Curr. Levy
5	Central School Renovations - Phase I of I 75 Hunter Street West MIDENT: 091723 YEAR: 1851	130.0 0.0	1	D2	600,000	0	0	0	0	200,000	Debentures
6	Glendale Renovations - Phase I 145 Rainbow Drive MIDENT: 913081 YEAR: 1960	1570.0 0.0	3	D2	900,000	0	0	0	0	300,000	Debentures
7	Barton Renovations - Phase I of III 75 Palmer Road MIDENT: 893455 YEAR: 1960	1500.0 0.0	0	D2	0	1,500,000	0	0	0	500,000	Debentures
8	Queensdale School - Interior Renovations 67 Queensdale Road East MIDENT: 466387 YEAR: 1948	351.0 0.0	0	D2	0	0	450,000	0	0	150,000	Debentures
TOTAL											
					18,600,000	1,500,000	450,000	0	0	6,849,999	
					1995	1996	1997	1998	1999	Local Share	

Signature

Date: October 28, 1993

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Ministry of Education and Training
Proposed Projects - For Non-Growth

Board: HAMILTON

Section: E

Board Number: 64319

Brd Pri	Name of Project / Location	School Project Num	Class	1995	1996	1997	1998	1999	Local Share	Financing
									333,333	Debentures
9	C.B. Stirling - New Gymnasium 340 Queen Victoria Drive MIDTENT: 089257 YEAR: 1977	661.0 0.0	0 D2	0	0	1,000,000	0	0	0	0
				TYPE: E						
10	Chedoke - New Gymnasium 500 Bendamere Avenue MIDTENT: 105503 YEAR: 1957	763.0 0.0	0 C2	0	0	0	1,000,000	0	0	0
				TYPE: E						
11	Boiler Replacement Various Locations MIDTENT: 000000 YEAR: 0	0.0 0.0	0 G2	420,000	450,000	450,000	450,000	0	0	0
				TYPE: E/S						
12	Roof Replacement Various Locations MIDTENT: 000000 YEAR: 0	0.0 0.0	0 G1	970,000	740,000	0	0	0	0	0
				TYPE: E/S						
13	Masonry Repair and Restoration Various Locations MIDTENT: 000000 YEAR: 0	0.0 0.0	0 G1	230,000	150,000	0	0	0	0	0
				TYPE: E/S						
14	Asphalt and Concrete Replacement Various Locations MIDTENT: 000000 YEAR: 0	0.0 0.0	0 D2	413,000	412,000	436,000	0	0	0	0
				TYPE: E/S						
15	Lighting Energy Reduction Various Locations MIDTENT: 000000 YEAR: 0	0.0 0.0	0 G3	103,065	122,000	159,000	0	0	0	0
				TYPE: E/S						
16	Asbestos Repair and Removal Various Locations MIDTENT: 000000 YEAR: 0	0.0 0.0	0 D4	68,000	860,000	360,000	0	0	0	0
				TYPE: S/E						
TOTAL				20,804,065	4,234,000	2,855,000	1,450,000	0	0	0
				1995	1996	1997	1998	1999	Local Share	
									9,781,018	

Signature

Page: 3

Date: October 28, 1993

Board: HAMILTON

Ministry of Education and Training
Proposed Projects - For Non-Growth

Section: E

Board Number: 64319

Brd	Name of Project / Location	School Project Num	Port Class	1995	1996	1997	1998	1999	Local Share	Financing
Pri										
	17 Painting Program	0.0	0 D2	322,370	0	0	0	0	107,457	Curr. Levy
	Various Locations	0.0								
	MIDENT: 000000									
	YEAR: 0									
	TYPE: E/S									

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Signature

OCT 29 1993

TOTAL

21,126,435	4,234,000	2,855,000	1,450,000	0	9,888,475
1995	1996	1997	1998	1999	Local Share

1993 11 09

To: Chairman and Members
Operations & Finance Committee
Board of Education for the City of Hamilton

Fr: R. T. Orlando
Superintendent of Plant

Re: Queen Mary School Replacement Project

Report: For Decision

BACKGROUND:

As part of the 1992 Capital Building Program the Board approved proceeding with the school replacement project for Queen Mary School. Subsequently, the Board engaged the firm of Anthony Butler Architect Inc. to prepare a design for the work. As outlined in the 1993 Director's Accommodation Report, work was scheduled in this regard to commence in 1993. This has been done and the preliminary plans for the project based on the sketch plans identified in the 1993 Accommodation Report have been completed in the collaborative mode with input from all stakeholders in the system.

ISSUE:

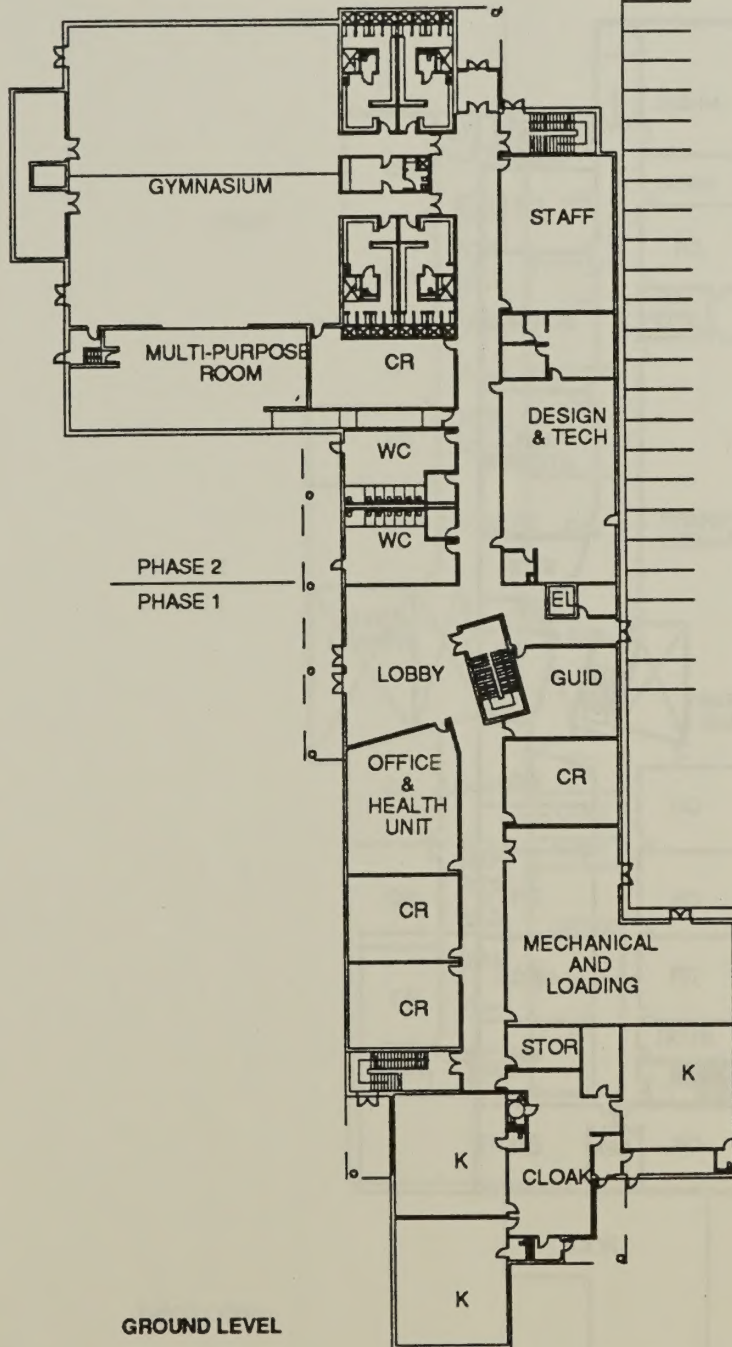
To obtain Board approval to proceed to the working drawing and tender stages for the Queen Mary School Replacement Project.

RECOMMENDATIONS:

1. That the Superintendent of Plant proceed with the working drawing and tender stages for the Queen Mary project.
2. That the working drawings be based on the preliminary plans and scope of work outlined in Appendix A at an estimated cost of 11.5 million dollars.
3. That the Superintendent of Plant bring forward to the Board a report and recommendations upon completion of the tender phase.

RATIONALE:

The preliminary design phase for this project is now complete. It was requested that before proceeding beyond this stage that the project be brought forward to the Board for confirmation to proceed. Preliminary plans indicating the scope of work and construction phasing involved are provided for information and reference in Appendix A (1-5).

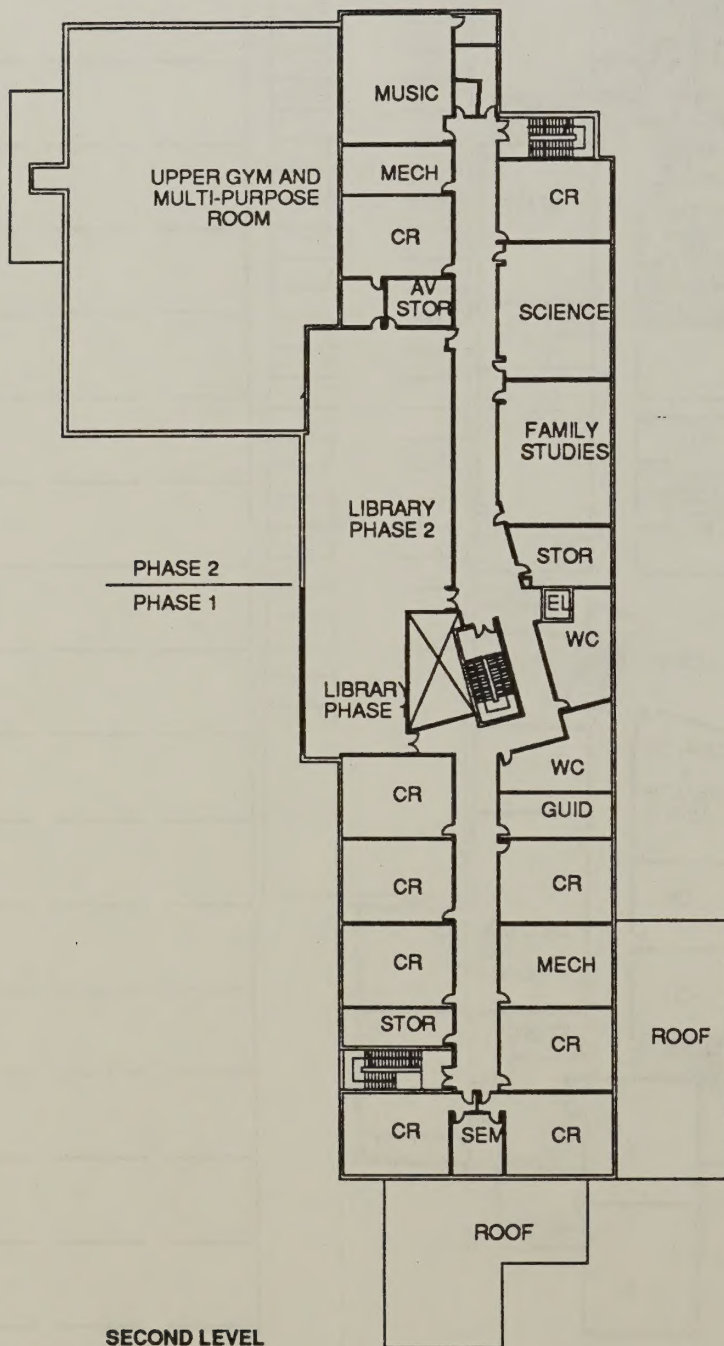


GROUND LEVEL

QUEEN MARY SCHOOL

ANTHONY BUTLER ARCHITECT INC.

20 OCT 1993

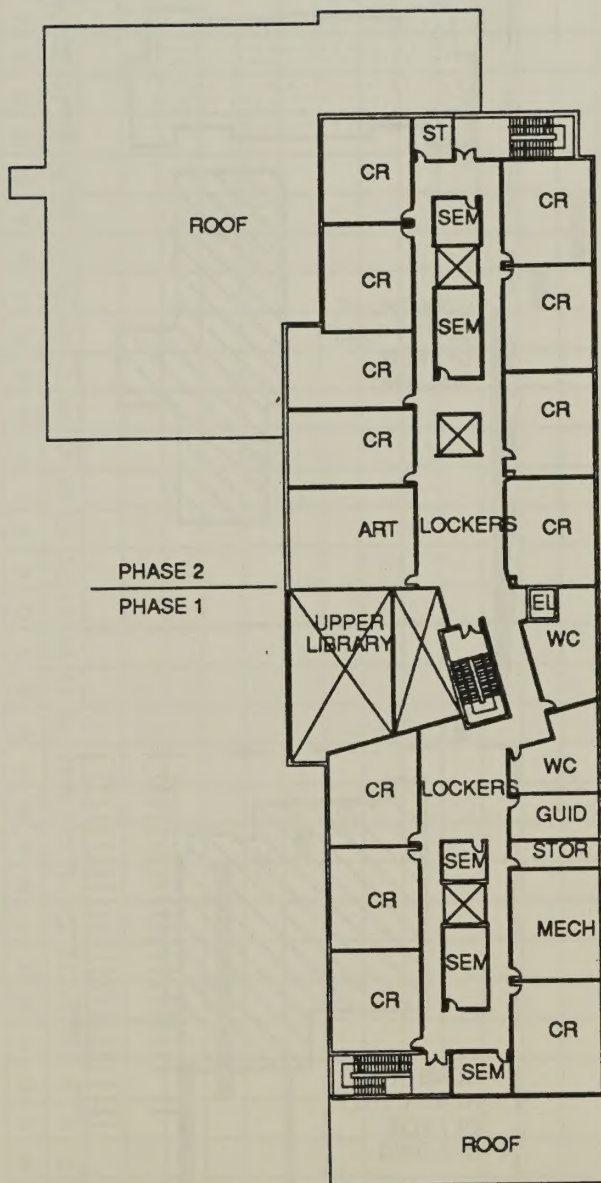


QUEEN MARY SCHOOL

ANTHONY BUTLER ARCHITECT INC.

20 OCT 1993

APPENDIX A2

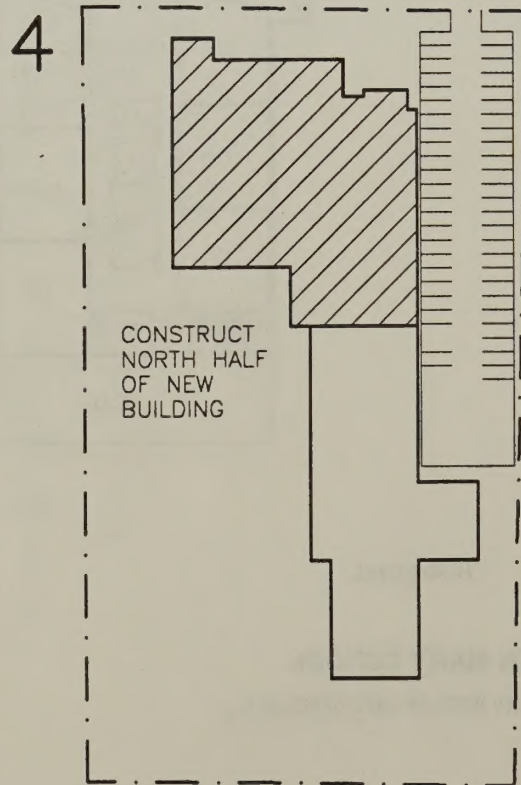
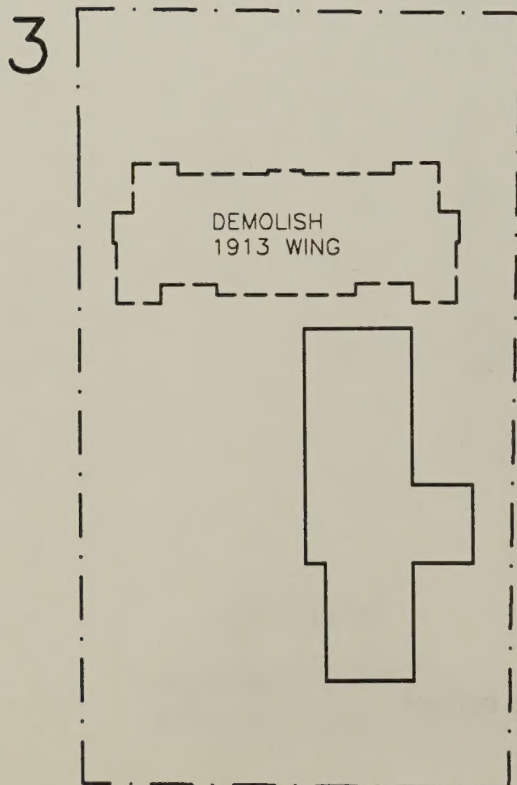
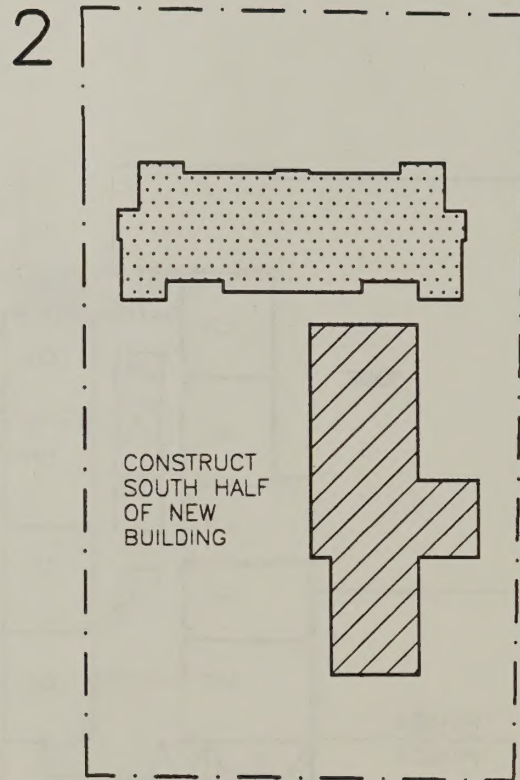
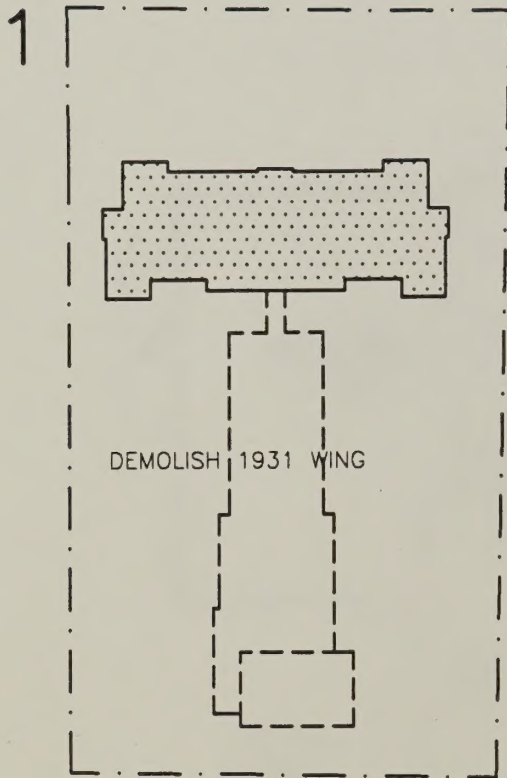


THIRD LEVEL

QUEEN MARY SCHOOL
ANTHONY BUTLER ARCHITECT INC.

20 OCT 1993

APPENDIX A3

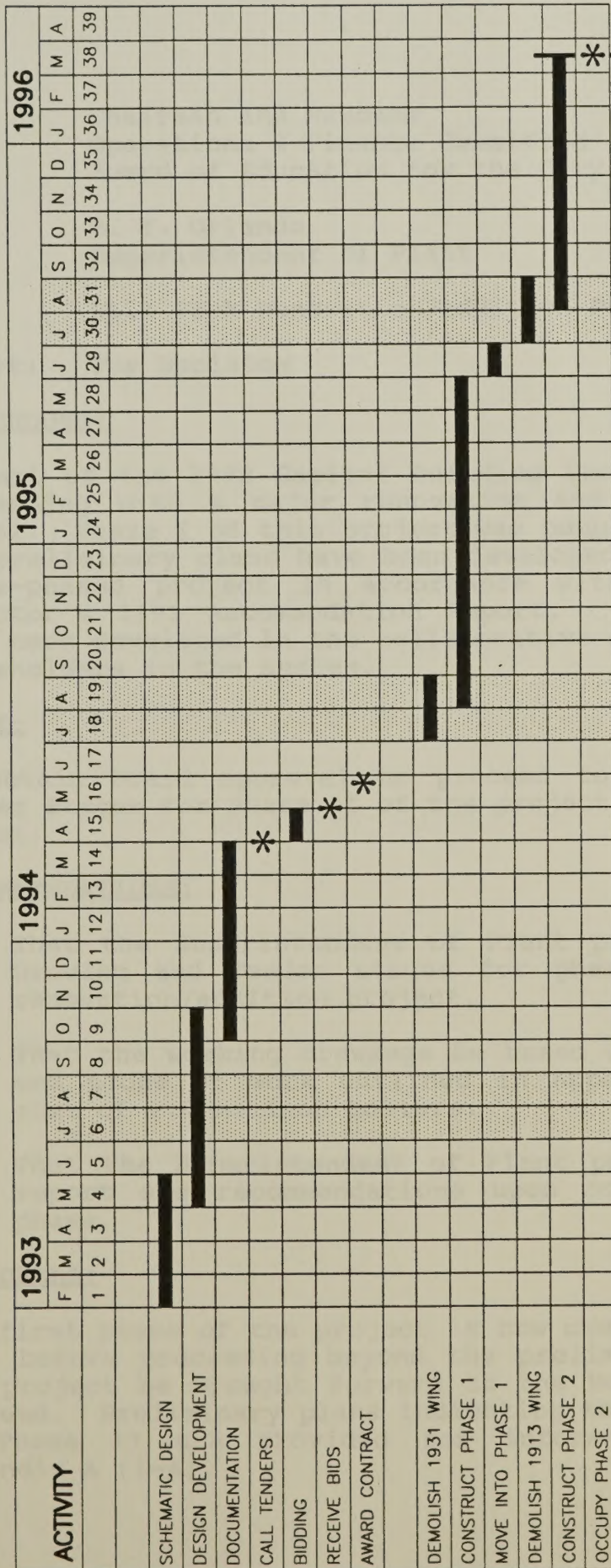


SCALE 1:1500
13 APRIL 93

DEMOLITION AND CONSTRUCTION PHASING
QUEEN MARY REPLACEMENT SCHOOL



QUEEN MARY SCHOOL
PROJECT SCHEDULE



MARCH
BREAK

1993 11 09

To: Chairman and Members
Operations & Finance Committee
Board of Education for the City of Hamilton

Fr: R. T. Orlando
Superintendent of Plant

Re: Hill Park Renovation/Addition Project - Phase II

Report: For Decision

BACKGROUND:

As part of the 1992 Capital Building Program the Board approved proceeding with a major renovation and addition to Hill Park School. Phase I of this project was completed in October of 1993 and preliminary plans have been developed for the second of this three-phased project in accordance with the schedule in the Director's 1993 Accommodation Report. These preliminary plans have been developed in the collaborative mode with input from all stakeholders in the system.

ISSUE:

To obtain Board approval to proceed to the Working Drawing & Tender Stages for Phase II of the project for Hill Park Secondary School.

RECOMMENDATIONS:

1. That the Superintendent of Plant proceed with the Working Drawing and Tender stages for phase II of the Hill Park renovation/addition project.
2. That the working drawings be based on the preliminary plans and scope of work outlined in Appendix A at an estimated cost of 2.0 million dollars.
3. That the Superintendent of Plant provide the Board with a report and recommendations upon completion of the tender phase.

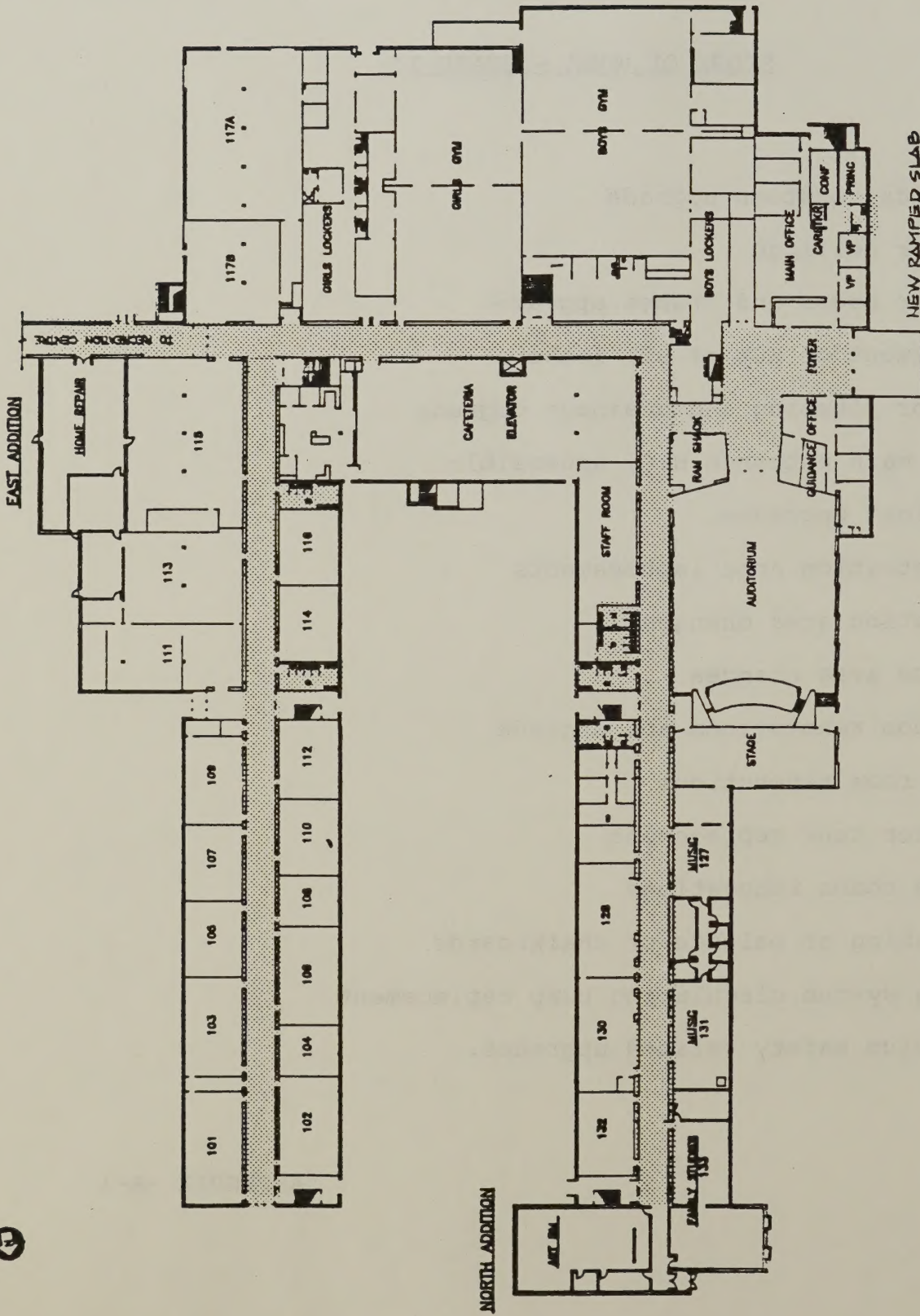
RATIONALE:

The first phase of the project is now complete. It was requested that before proceeding beyond the preliminary design stage that the project be brought forward to the Board for confirmation to proceed. Preliminary plans indicating the scope of work involved in Phase II are provided for information and reference in Appendix A (1-4).

SCOPE OF WORK - PHASE II

1. Mechanical systems upgrade
2. Corridor ceilings
3. Corridor doors and frames upgrade
4. Replacement of 50% of all lockers
5. Corridor plumbing and drainage upgrade
6. Making main entrance H.C. accessible
7. Electrical Upgrades.
8. Administration area improvements
9. Duplication area changes
10. Guidance area changes
11. Wash room renovations and upgrade
12. Health room renovations
13. Hot water tank replacement
14. Science rooms renovations
15. Refinishing of balance of chalkboards
16. Heating system circulating pump replacement
17. Auditorium safety related upgrades.

APPENDIX -A-1



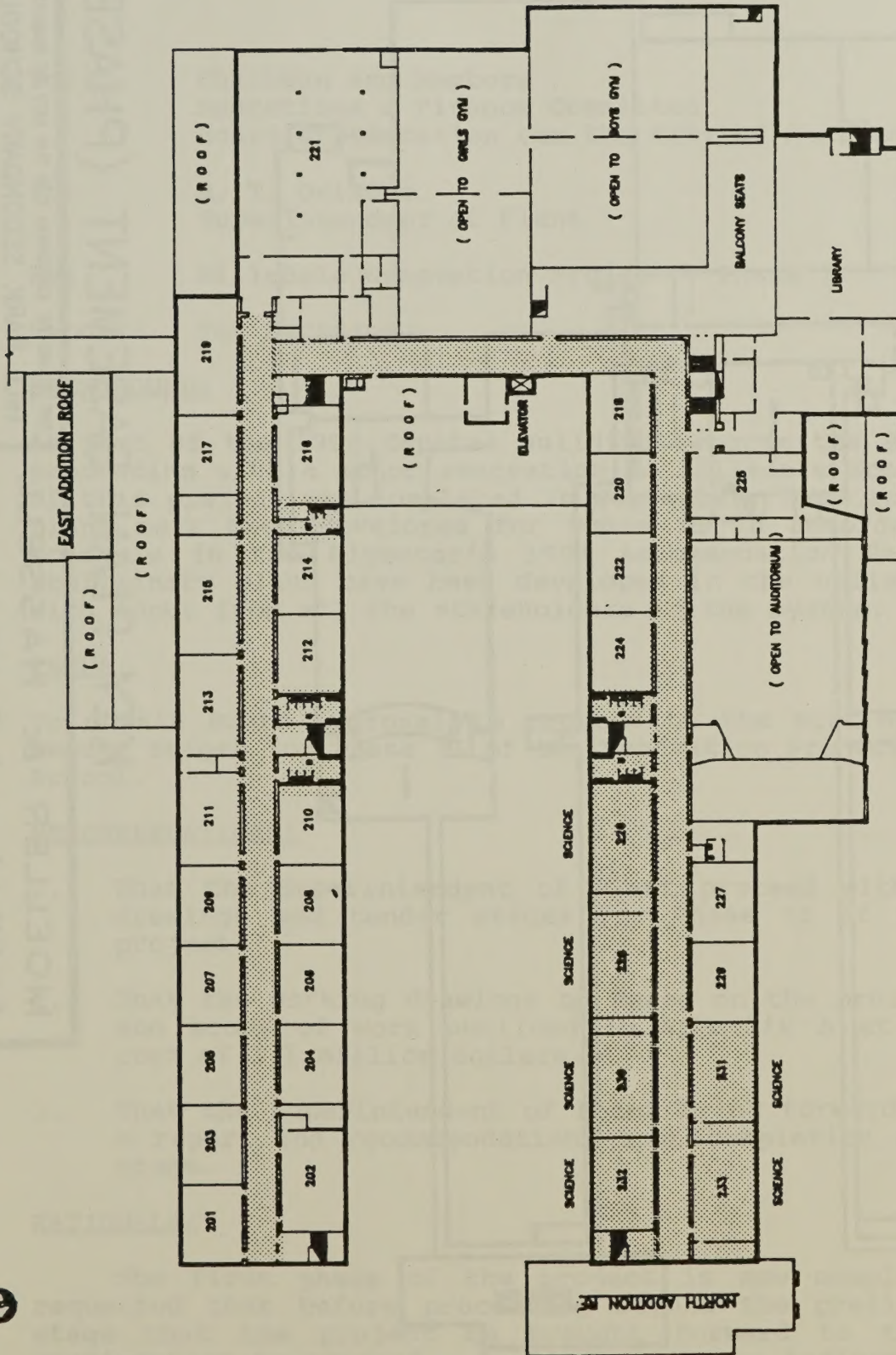
KEY PLAN FIRST FLOOR (PHASE TWO)

MOELLER & HASSELL
 Architect and Engineer Inc.
 Hamilton
 Ontario

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
HILL PARK SECONDARY SCHOOL
 465 EAST 16TH STREET
 HAMILTON, ONTARIO

2.1

SCALE 1/64" = 1'-0"
 JOB NO. 0000
 DATE OCT/93



KEY PLAN SECOND FLOOR (PHASE TWO)

MOELLER & HASSELL
Architect and Engineer Inc.
Hamilton
Ontario

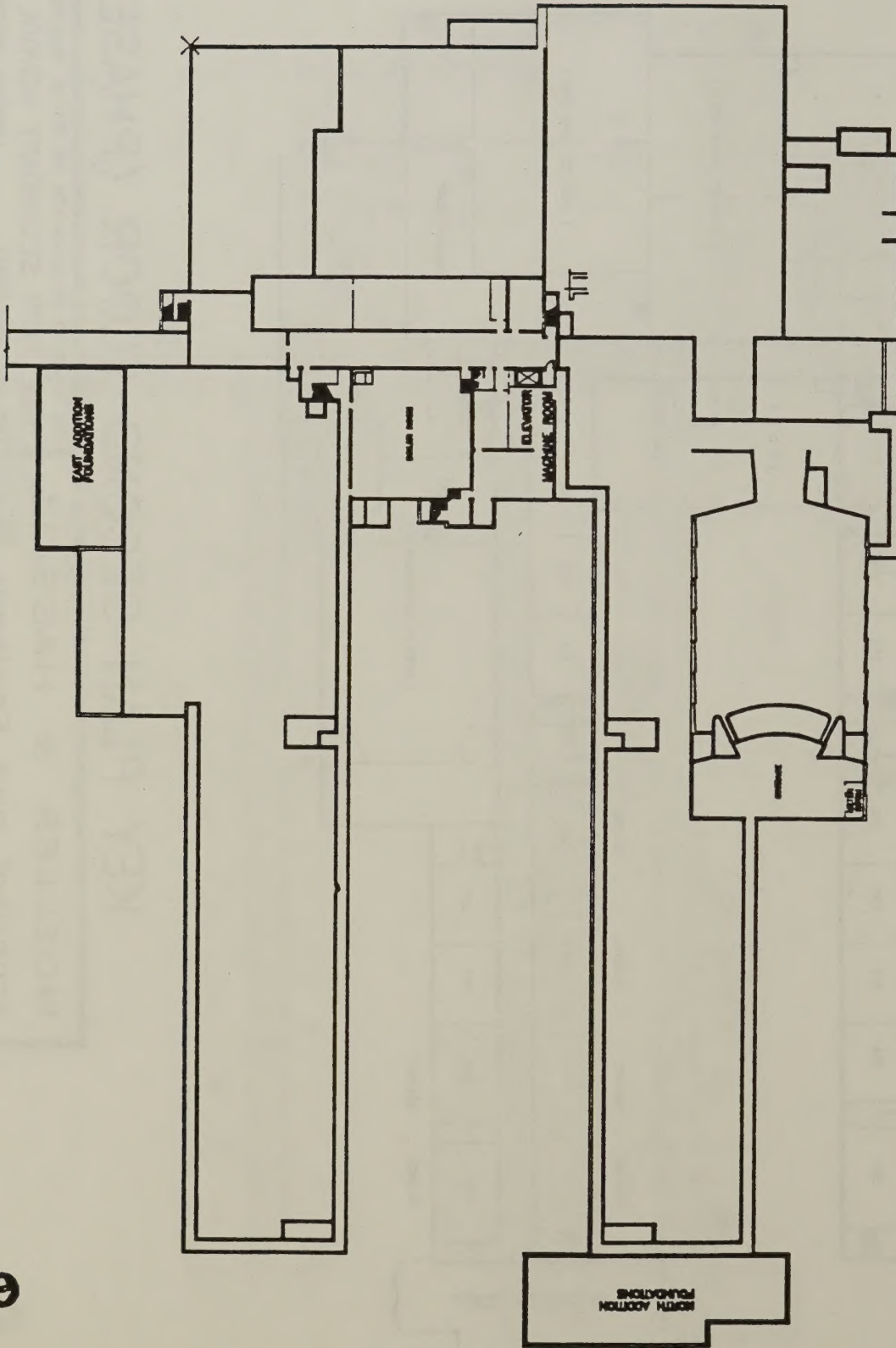
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
HILL PARK SECONDARY SCHOOL
485 EAST 16TH STREET
HAMILTON, ONTARIO

SCALE
1/64" = 1'-0"

JOB NO.
0000

DATE
OCT/93

2.2



KEY PLAN BASEMENT (PHASE TWO)

MOELLER & HASSELL
 Architect and Engineer Inc.
 Hamilton
 Ontario

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
 HILL PARK SECONDARY SCHOOL
 465 EAST 16TH STREET
 HAMILTON, ONTARIO

2.3

SCALE
 1/64" = 1'-0"

JOB NO.
 0000

DATE
 OCT/93

1993 11 09

To: Chairman and Members
Operations & Finance Committee
Board of Education for the City of Hamilton

Fr: R. T. Orlando
Superintendent of Plant

Re: Hillsdale Renovation Project - Phase II

Report: For Decision

BACKGROUND:

As part of the 1992 Capital Building Program the Board approved proceeding with a major renovation to Hillsdale School. Phase I of this project was completed in September, 1993 and preliminary plans have been developed for Phase II in accordance with the schedule in the Director's 1993 Accommodation Report. These preliminary plans have been developed in the collaborative mode with input from all the stakeholders in the system.

ISSUE:

To obtain Board approval to proceed to the Working Drawing and Tender Stages for Phase II of the Renovation Project at Hillsdale School.

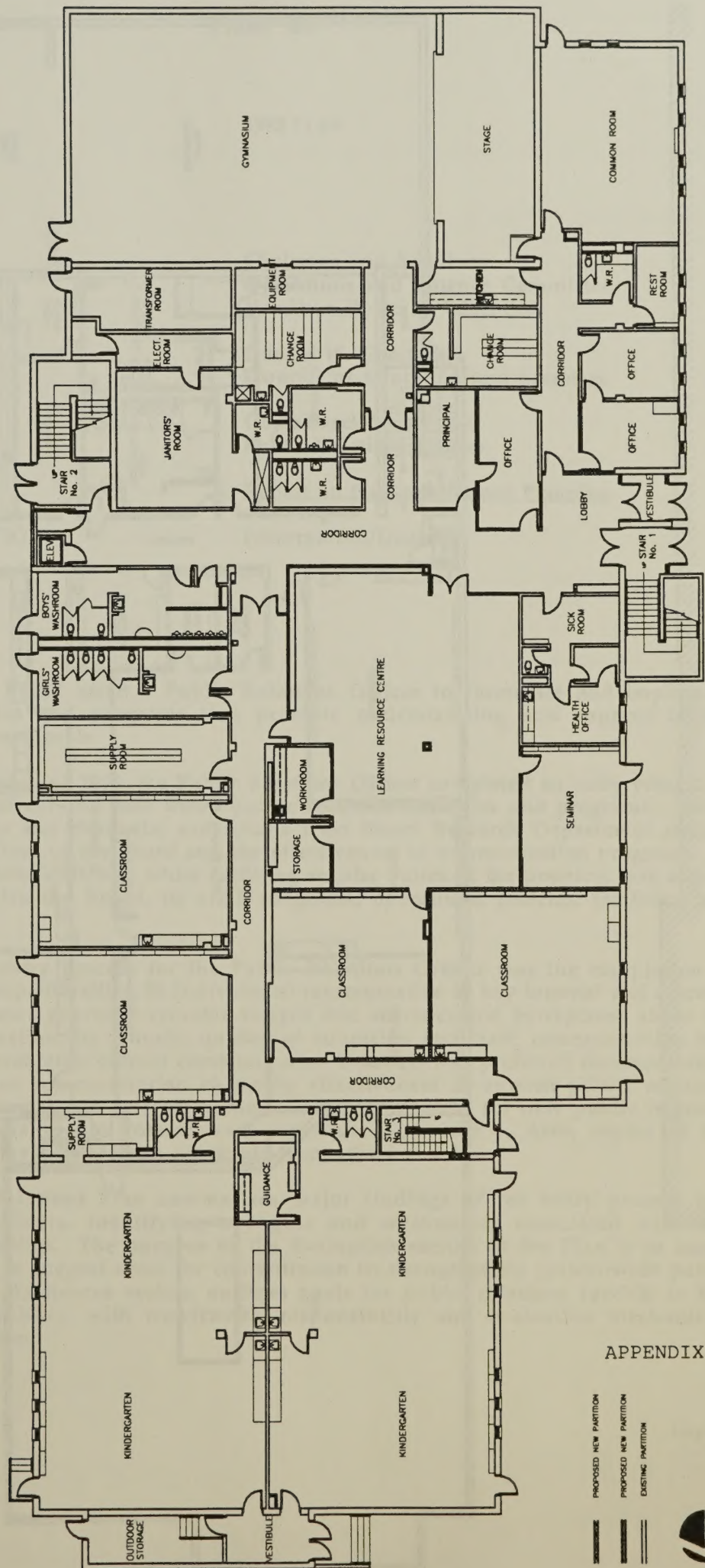
RECOMMENDATIONS:

1. That the Superintendent of Plant proceed with the working drawings and tender stages for Phase II of the Hillsdale project.
2. That the working drawings be based on the preliminary plans and scope of work outlined in Appendix A at an estimated cost of 1.1 million dollars.
3. That the Superintendent of Plant bring forward to the Board a report and recommendations upon completion of the tender stage.

RATIONALE:

The first phase of the project is now complete. It was requested that before proceeding beyond the preliminary design stage that the project be brought forward to the Board for confirmation to proceed. Preliminary plans indicating the scope of work involved in Phase II are provided for information and reference in Appendix A (1-2).

EXISTING TWO STOREY
SCHOOL



APPENDIX A1

PROPOSED NEW PARTITION
PROPOSED NEW PARTITION
EXISTING PARTITION



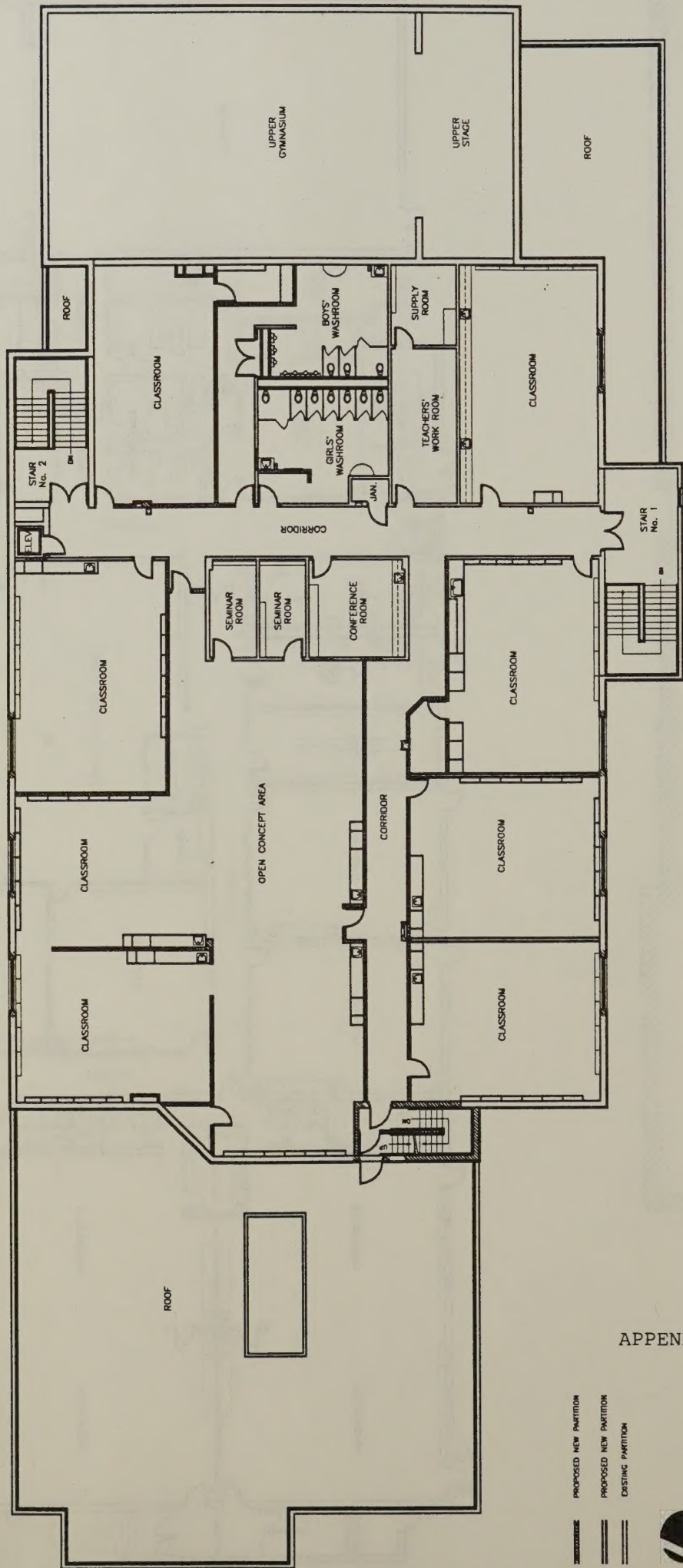
LEVEL 1, PHASE 2

RENOVATIONS TO HILLSDALE SCHOOL PHASE TWO

ANTHONY BUTLER
ARCHITECT INC. HAMILTON



EXISTING TWO STOREY SCHOOL



APPENDIX A2

- PROPOSED NEW PARTITION
- PROPOSED NEW PARTITION
- EXISTING PARTITION



LEVEL 2, PHASE 2

RENOVATIONS TO HILLSDALE SCHOOL PHASE TWO

1993 11 09

MEMO TO: Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

FROM: Donald W. Goodridge
Director of Education and Secretary

Gayla Brock-Woodland
Public Relations Officer

RE: Report on Public Relations Planning

REPORT CLASSIFICATION: Information/Decision

BACKGROUND:

In December 1992, the Board hired a Public Relations Officer to formulate and implement communication strategies and programs that promote understanding and support in the community for school board goals.

Between January 1993 and June 1993, the Public Relations Officer completed an entry process. It included: a review of current and past Board public relations strategies and programs; Board communication resources and channels; and results from Board Research Department studies related to public perceptions of the Board and the effectiveness of communication programs. In addition, the Public Relations Officer, while fulfilling regular duties of the position, was able to develop a familiarity with the Board, its staff, programs, operations, policies, facilities, and demographics.

A central focus of the entry process for the Public Relations Officer was the completion of interviews and focus groups (totalling 58 individuals) representative of key internal and external audiences. These interviews provided valuable insight into attitudes and perceptions about the Hamilton Board of Education, its schools, quality of education and staff; communication and information needs and problems; current communication channels and preferred communication channels; gaps in current communication channels; effectiveness of current public relations programs in meeting internal and external audience needs; and ideas for new public relations programs. A list of those groups interviewed, constitute Appendix 1. Also, copies of the questionnaires used for these interviews constitute Appendix 2 and 3.

The 1994-1997 Public Relations Plan summarizes major findings of the entry process and interviews with stakeholders, identifying strengths and weaknesses associated with key internal and external publics. The purpose of the Evaluation section of the Plan is to assess where we are now, and to suggest areas for concentration in strengthening system-wide public relations activities. The Audiences section outlines goals for public relations specific to key internal and external publics, with timeframes, responsibility and evaluation mechanisms identified for each program.

(over)

ISSUE:

To share the 1994-1997 Public Relations Plan with trustees.

RECOMMENDATIONS:

- (i) That the 1994-1997 Public Relations Plan be accepted and that the Public Relations Officer report to the Operations and Finance Committee, annually, in November.
- (ii) That the Public Relations Plan be communicated to staff and external audiences.
- (iii) That a Public Relations Policy be developed and presented at the June meeting of the Operations and Finance Committee.
- (iv) That the Public Relations Policy formalize the Board's commitment to:
 - * trust and openness in communication with internal and external publics;
 - * and the development, review and evaluation of effective and systematic two-way communication programs at the school and system levels.

RATIONALE:

It is important that internal and external publics are aware of new directions in public relations programs included in the 1994-1997 Public Relations Plan. Staff and key external publics will benefit from improved communication programs.

The development of a planned and systematic two-way communication process will support the Board in its mission to educate children and adults by:

- * building stronger links between schools, parents, staff, and the community;
- * encouraging parent involvement in the education process, thereby supporting student achievement;
- * increasing support and recognition of staff accomplishments to encourage teamwork, innovation and educational excellence;
- * closing the gap between parent and public school experience and education today;
- * increasing student and staff pride in educational endeavours;
- * increasing public understanding of Board programs; available resources and services; objectives; and accomplishments of students and staff;
- * developing effective and cost-efficient public relations/communication channels.

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Program 6

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Program Objectives 9

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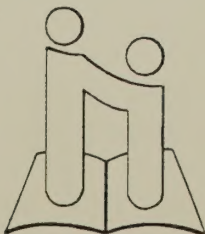
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Public Relations Program Appendix 2

Public Relations Program Appendix 3



**THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON**

LE CONSEIL DE L'ÉDUCATION DE LA VILLE DE HAMILTON

"Serving Today - Building Tomorrow"

DRAFT

November 1993

Public Relations

Plan

1994-1997

THE BOARD OF EDUCATION
CITY OF CAMDEN
NEW JERSEY

Setting the Stage - Building Tomorrow

DRAFT

November 1993

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Executive Summary - Periods 1971-1977

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EVALUATION

Parents

Primary Strengths:

- there are strong Home and School Associations with representation in 28 elementary and secondary schools. Schools benefit from parent involvement with curriculum enrichment activities and special school projects. Some of these parent organizations help schools with parent information nights and work with parents and newcomers to the school community.
- Board Research Department surveys with Hamilton Board of Education parents conducted in 1988 and subsequent school-level surveys from 1991 to August, 1992, revealed that:
 - the vast majority (71-78%) of parents were satisfied with Hamilton Board of Education schools (surveys - September 1988, May 1991, August 1991, August 1992);
 - teachers and the quality of school facilities were cited as the most important factor in parents' choice of Hamilton Board of Education schools (1988);
 - the vast majority of parents would recommend Hamilton public schools for their quality education and excellent staff.

Challenges:

- no data exists on the number of schools which have parent information/ involvement strategies and the nature of these programs at the classroom and school levels.
- no central data exists on the effectiveness of current parent information programs in providing parents with basic information about what is taught in the classroom and ways to support learning at home.
- parent groups, provincially, and local parent representatives, stress the need for better communication on:
 - standards for student achievement;
 - student achievement levels;
 - how students are evaluated;
 - Board's priorities and standards for student achievement and instruction at all grade levels.
- elementary and secondary school newsletters, while providing information about school events, contain little information about what is taught in the classroom.

- Board information, as reflected in stakeholder interviews, has not provided parents with a clear cut understanding of:
 - how the Board operates
 - what programs and services are available for children
 - how to address questions or concerns
 - what information is available and how to access it
 - teaching standards and staff accountability
 - what schools teach
 - why schools use particular teaching methods
 - how schools are measuring student success.
- parent groups consistently express concern about the public system's success in teaching students basic skills and the preparedness of graduates to succeed at higher education levels and in the world of work. Parent groups want clear information on student achievement in basic skill areas. Parents also need one-to-one communication in order to clarify these issues and address questions and concerns.
- secondary school staff highlight the challenge of communication with parents, given: the difficulty of sending material with students, and limited resources for mailing. Staff members emphasize the need for increased parent involvement at the secondary level as critical to student success. Research (Ziegler - Toronto Board of Education, 1987) also suggests that teachers of older children involve parents less frequently.
- stakeholders believe the value of team effort, such as open and honest communication and co-operation in support of student learning between parents, staff and students, needs to be reinforced with both external and internal audiences.
- many parents need to be encouraged to approach teachers with questions about their child's progress in school. Research (Ziegler, Toronto Board of Education, 1987) shows that schools must invite this kind of parent involvement through face-to-face, two-way communication.
- teachers are a key source of information for parents on both the quality of education in schools and about the instructional program (Research Department Survey, 1988). Yet teachers feel they need better, more timely, and ready-to-use parent information materials about school programs and services; standards for student learning; school discipline standards and anti-violence programs; language and math programs; and new education topics, such as destreaming.
- more information needs to be available for parents whose first language is not English or French. School needs for translated materials have not been formally identified (see New Residents/ESL Groups section).
- parent groups have expressed strong interest in increased involvement in the decision-making process and have requested more opportunities to consult

on system priorities and directions at all levels of the Board's operation, particularly instructional programs, student achievement standards, special services, etc.

- parent groups express strong interest in more face-to-face communication with Board personnel, who can respond directly to questions and concerns about emerging issues and education topics.

Employees

Strengths:

- school staff are cited by parents as the most important factor in their choice of Hamilton Board of Education schools. In a Board Research Department survey conducted in 1988, the vast majority of parents (78%) were satisfied and would recommend (80%) Hamilton Board of Education schools because of their excellent staff.
- employees, teaching excellence and learning materials (curriculum) produced by Board staff were cited by the vast majority of stakeholder groups as the key strengths of the Hamilton Board of Education.
- the majority of employees felt their effort, dedication and commitment were recognized and valued in the school/department where they work.

Challenges:

- less than one-third of staff surveyed in a Board Research Department survey (1987) felt they were recognized and valued at the system level. Stakeholder interviews indicated many employee groups continue to feel undervalued for their commitment, service and support of learners and the system.
- some employee groups express concern about being cut off from regular communication channels at the school level and about the lack of communication (one-to-one) of new initiatives/decisions to all staff groups at the site-based level.
- many employee groups feel that communication between administration and department or school-level staff needs to be formalized and improved. Specifically staff believe that they need:
 - more timely and honest information about Board decisions, priorities, new directions or changes to staff or procedures;
 - more opportunities for personal contact and face-to-face communication with senior officials and trustees to discuss issues and changing priorities and to provide input on student needs, instructional programs, resource management, etc.

- Board employees have been cited by parents as key sources of information about Hamilton Board of Education schools and the quality of educational programs. Yet many employees believe they are not well enough informed. They need regular and timely information on system-level decisions, student achievement levels, resource management, new instructional programs, special services, Board directions and initiatives. School staff request more timely, ready-to-use information materials to allow them to respond more quickly to parent information needs in an informed and responsible manner.
- no ready-to-use collection of facts and figures exists in many of the areas cited above regarding student achievement and standards. Also there is no central listing of parent information resources/brochures, etc., available to school staff and parents.
- employees express a strong interest in improved use of PROFS to communicate essential information to all sites quickly and effectively.
- no regular or systematic communication program exists for all Board employees (e.g., a Board employee newsletter, regular face-to-face employee input sessions, etc.). While departments, federations and other groups regularly produce newsletters, they are narrowly focussed on issues particular to that employee group.
- employee groups express the need for an updated system directory.
- employees feel public awareness needs to be increased about student and staff achievements, and innovations in teaching strategies.
- employees need more information about the Board's vision and current and long-range priorities for human resources management and for student learning. They also want opportunities to provide input on these priorities and directions.
- there is no formal plan for recognition and communication of staff excellence in education delivery, and organizational and resource management improvements.
- team effort between employees and between staff, students and parents needs to be reinforced with internal audiences.
- stakeholder groups believe that employees require not only improved information resources but skill enrichment in communication with parents, community and media. Specifically, school staff require assistance in developing effective two-way communication programs with parents and the community.

General Public

Strengths:

- a 1988 System Public Relations Committee survey revealed that: the majority of public school supporters thought that the schools of the Hamilton Board of Education were doing a better job today than when they attended school.
- a 1989 System Public Relations Committee survey revealed that: the majority of Hamilton residents who were aware of Education Week (44%) believed Education Week activities had made them more aware of what was going on in Hamilton Board of Education schools.
- a 1991 System Public Relations Evaluation Committee taxpayer survey revealed that: taxpayers had a favourable overall impression of Hamilton Board of Education public school education; it was a good value; and that the Board and its trustees were doing a good job with regard to the way tax dollars were spent.

Challenges:

- as reflected through the media, the general public is demanding more information about the management of fiscal resources, level of student achievement, student employability skills, student mastery of basic skills, school discipline, anti-violence teaching, expectations for student learning, etc. Without solid data, public confidence in the quality of education and the public system decreases.
- a Board Research Department survey (1991) suggests that the majority of taxpayers would prefer to receive information on education *costs* through tax bill inserts. Currently, the majority of taxpayers receive information on school taxes through newspaper articles.
- a Board Research Department survey (1991) reflects that the majority (75%) of taxpayers prefer to obtain information on education *issues* in newspaper articles. The next preferred sources for information on education issues were, in order, TV News, direct contact with teachers and radio talk shows.
- According to a Research Department survey (1991), the majority of taxpayers were unaware that provincial government funding of education had decreased from 80% to almost 25%.
- the majority of taxpayers are not getting enough information about what is going on with education in Hamilton Board of Education schools (Research Department Survey, 1991).
- stakeholder groups constantly report that they do not believe the Board is regularly and systematically profiling student and staff accomplishments, nor

providing information on Board achievements, learning standards, special programs, fiscal management priorities, discipline, anti-violence programs, operation procedures, graduate skill levels, etc.

- according to Stats Canada figures, over 35% of families in Hamilton do not have children in the school system. Stakeholder groups believe the gap is widening between taxpayers' own school experience and the realities of school today. Members of the public need more direct contact with schools and the opportunity to hear from education officials about the "real" challenges and accomplishments of public education.
- current Board communication programs for the general public (including "Back to School" Guide) do not include information on the issues cited above, nor do they present the challenges facing the Board in a clear fashion.
- information contained in the Director's Annual Report is not widely circulated to the general public, parent, volunteer, business, or service organization audiences. The mission of the Board, its priorities and its progress in achieving goals are not regularly or systematically communicated to general public or parent audiences.

Business/Service Organizations/Government

Strengths:

- Hamilton's Industry Education Council was the first of its kind in Canada. Hamilton Board of Education staff have been active participants in this association, which promotes partnerships between business and education to benefit child and adult learners. Programs include mentoring, twinning between business and schools, and programs in the workplace.
- more than 1,700 Hamilton Board of Education students participate in co-op education placements in Hamilton-area businesses. The Board's Co-op Education department has launched a newsletter to improve communication with these important education partners.
- the Board and its students greatly benefit from generously funded service organization projects that improve learning opportunities for students and their families (example, Rotary Club's sponsorship of programs for inner-city children).
- in addition, schools regularly benefit from donations from service organizations to support special projects.
- the Hamilton Board of Education Foundation and schools receive financial contributions from business and service organizations in the form of bursaries and awards to support learners.

Challenges:

- business leaders, and the Chamber of Commerce for example, have expressed a strong interest in more regular and informal opportunities to provide input on: the Board's priorities; resource management; student and staff achievement and expectations; and instructional program standards.
- there is no formal communication program with business, service organizations or government bodies to provide information on Board programs, services, resource management or changing priorities for student achievement, staff performance, instructional programs and co-op education needs.
- there is no system-wide formal recognition of business and service organization leaders who provide continued and outstanding support for learners and educational programs.
- business leaders at the provincial and local levels have expressed the need for better information about: standards for student achievement, and the ability of graduates to meet the demands of the workplace and higher education. Business leaders believe that education standards are critical to Canada's ability to compete internationally.
- business leaders have expressed a strong interest in more opportunities for active involvement and participation at the school level.
- there is a need to encourage and welcome business involvement in education given the increasing levels of knowledge, attitudes and skills required for the majority of jobs in a high-tech, knowledge-extensive workplace. We need a strong business/education partnership to identify critical learning outcomes and skills to support student learning.
- there is a need for increased one-to-one contact with local government leaders to provide information about Board and public education priorities, challenges and decisions. Also, local government leaders require ongoing information about student learning standards and achievements, Board decisions and priorities, new initiatives, programs and services.

New Residents/ESL Groups

Demographic Trends

(Information from Statistics Canada Census 1988 and 1991)

- 15% of Canadian immigrants make their home in Hamilton.
- almost 1 in 5 Hamilton residents speaks neither of Canada's official languages

as their first language (national average is 13%).

- 47 languages are spoken in the area.
- top five fastest growing non-official languages are:
 - Arabic
 - Spanish
 - Chinese
 - Punjabi
 - Vietnamese
- the population of Hamilton will grow in the 1990's due to assumed high levels of international immigration and; high rate of birth (Greater Hamilton Population Trends and Projections, Planning and Development Department, Regional Planning Service, 1993).
- stakeholder groups have identified a need for better parent information materials and communication programs for parents who speak neither official language as their first language. Staff have noted the need for translated materials and effective strategies for stimulating parent involvement.
- the Board does not provide targeted information packages for services like "Welcome House", newcomers clubs and real estate agents that would provide an overview of school programs, facilities, services, information resources, and answer basic questions from new parents.

Media

Strengths:

- City-wide newspaper coverage of student and school activities, Board meeting issues and news related items is extensive. Stakeholder groups interviewed feel that newspaper coverage is, in general, fair.

Challenges:

- stakeholder groups believe the Board is not providing media with enough information on student and staff achievements, quality of education programs, teaching strategies, instructional program content, student learning standards, innovation in education, partnership programs, funding and budgetary issues, etc.
- electronic media coverage of Hamilton Board of Education schools is generally news and events driven. However, a Research Department survey (1991) reveals that TV is the second preferred source for education issue information. Radio and TV media do not regularly cover Board meetings.

- the Board has not actively pursued education issue-related feature coverage with TV and radio (for example, programs or a series on student learning standards and achievements, innovative learning methods, explanation of new initiatives such as Common Curriculum, ways parents can support learning, etc.).
- Media are increasingly shifting focus to community "grassroots" coverage of education issues. The Board has not regularly identified school-level information sources or story possibilities in conjunction with emerging education issues or decisions.
- despite widespread and growing public and parent interest in education, media outlets have fewer reporters to cover education-related news and events.

OTHER CONSIDERATIONS

Challenges:

- graphic standards of Board Public Relations materials are inconsistent and generally do not reflect a progressive or visually appealing design.
- stakeholders generally reflected frustration with historical delays in action on public relations' initiatives. System Public Relations Committee's minutes for 1991, reinforce that an extensive committee structure for Public Relations' activities was "outmoded" and had resulted in "too many ideas without action".
- there is no system-wide co-ordination and training of school-level Public Relations representatives.
- System Public Relations Committee (1991) reflected a strong need for a Public Relations plan and policy.

AUDIENCES

Parents

Goals:

- to increase parent involvement as partners in student learning.
- to better inform all parents about student learning standards, priorities, programs, services, procedures, information resources and student and staff achievement.
- to identify effective home/school communication and provide leadership in establishing effective home/school communication.
- to improve two-way communication with parents.

Programs:

Parent Fact Sheets: Working with the Program Department, principals' associations, Home and School Associations and teachers' federations, the Public Relations Department will develop parent fact sheets that address critical parent information needs. These new fact sheets will provide information on topics, such as: programs, special services, standards for student achievement, new education initiatives, how to evaluate report cards, etc. Fact Sheets will be written in plain language with a consistent design and strong visual elements for readability. Fact Sheets will contain ideas for ways parents can support learning. Master copies will be sent to schools for easy, low-cost reproduction and distribution. Previously popular information brochures, including: Does your child need Special Education?; Whom

"The evidence suggests that no other single focus has the potential to be as productive for students than the closer linking of home and school, of parents and teachers."

[Suzanne Ziegler, Toronto Board of Education, 1987, "The Effects of Parent Involvement on Children's Achievement: The Significance of Home/School Links (an overview of research 1966 to 1987)]

"Children of parents who are aware of what their offspring are studying at school and who are in regular communication with their teachers, continue to score higher school achievement all the way through secondary school."

(Ziegler, Toronto Board of Education, 1987)

do I see? What do I say?; Welcome to our School; will be updated to be included in this series.

Timeframe:

Year 1 - develop 6 issues

- establish fact sheet topics in consultation with groups mentioned above

Year 2 - develop 6 to 8 issues

Year 3 - develop 6 new issues

- update previous issues as required

- survey parent and school stakeholder groups on effectiveness of sheets and future needs

Information Resources Listing: The Public Relations Department will contact central Board departments and schools to inventory brochures available to parents and the public. These information resources will be catalogued and circulated to schools, Home and School and other parent associations to improve parent access to information resources. This listing will be updated annually. Through this process, the Public Relations Department will also identify information brochures that require updating or may be combined with new Parent Fact Sheets or the Board Information Package (see General Public section).

Timeframe:

Year 1 - catalogue of resources, identification of brochures requiring updates

- creation of listing

Year 2 - updating of listing

Year 3 - updating of listing

- evaluate brochures for updating of information

Hamilton Board Information Package: (Please see General Public section of this Plan for more details.)

Information Line: The Public Relations Department Information Line will be promoted with parents through Board publications (elementary/secondary calendar) and parent groups. Use of the Information Line will provide parents with assistance in identifying Board staff to address concerns and information resources.

Timeframe:

Year 0 - preliminary promotion of Information Line (through elementary and secondary calendars)

Year 1 - promote Information Line in Board and school publications

Year 2 - evaluate effectiveness of line by informal survey of past callers

- improve answering procedures or promotion of line, as required

Year 3 - continued promotion of Information Line

Elementary/Secondary Parent Calendar: The Public Relations Department will develop elementary and secondary calendars that will provide parents with essential information and encourage active participation in their child's education. In addition to school calendar dates, topics addressed will include: strategies to support student learning, ways to address concerns, overview of available services and information resources, explanation of programs and student achievement standards. The calendar will be distributed through regular August mailings (secondary) and as take-home material for elementary children. Both calendars will be developed with input from Home and School, teachers' federations, principals' associations and the Program Department.

Timeframe:

- Year 0 - develop editorial content and concept
 - evaluate editorial content with stakeholders
 - implement and distribute in August (secondary) and September (elementary)
 - encourage parent feedback for evaluation and review
- Year 1, 2 and 3 - same as above

Parent Conference: Based on input from Home and School Associations, teachers' federations and principals' associations, the Public Relations Department will develop an annual parent conference. The conference will feature an outside keynote speaker and workshops delivered by Board staff on topics targeted to meet parent information needs and interests. Two or three area mini-conferences will be held in the weeks following, using materials and Board speakers from the main conference program. This will allow the Board to match speakers with specific area communication needs. In Year 2 and 3 of the conference, a partnership with a neighbouring board will be pursued to expand the audience for the conference and to make it a cost-recovery event.

Timeframe:

- Year 1 - research and development of content and workshops
 - implement Parent Conference November '94
 - evaluation by conference attendees
- Year 2 - establish partnership with neighbouring board
 - develop conference format and content
 - implement the Conference in November '95
 - evaluate profitability and attendance feedback
- Year 3 - same as Year 2

Public Service Announcements: During Education Week (May), the Board will run education-focussed public service announcements on local radio. These radio spots will feature students and staff highlighting important educational issues and ways parents can work together with schools to support student success. One corporate/business partnership will be pursued.

Timeframe:

Year 1 - development of radio script

- identification of radio readers from amongst Board staff
- implementation of spots
- evaluation of spots with Home and School and teacher/principal federations and associations

Year 2 and 3 - same as above

Parent Communication Audit: In co-operation with the Research Department, principals' associations, Home and School Associations and teacher federations, the Public Relations Department will develop a survey for Hamilton Board of Education parents to assess factors such as: parent satisfaction with current communication programs at the Board and school levels, preferred channels for communication, information needs, etc. Findings of this audit will be reported to Operations and Finance with recommendations for follow-up. Data will be used to improve parent communication programs at the school and system levels. Parent information programs included in the Public Relations Plan will be reviewed and revised consistent with Board approved recommendations.

Timeframe:

Year 1 - development of audit

- implementation of audit
- preparation of results
- presentation to the Board

Year 2 and 3 - revisions to Public Relations Plan as required

- implementation of audit recommendations

Staff Workshops: The Public Relations Officer will work with appropriate Program Department, school staff and parent organizations to develop a staff Workshop that will enhance school/home communication programs. Data from the Parent Communication Strategies Review (described below) will be used to present innovative and effective parent communication and involvement strategies to staff as well as the basics of creating a welcoming school. (See Employees section for more details on Workshops.)

Parent Communication Strategies Review: Working with the principals' associations and teachers' federations, the Public Relations Officer will review and collect examples of effective and innovative parent communication strategies at the school and classroom levels, across the system. The Public Relations Officer will also survey other boards of education for examples of benchmark parent communication/involvement strategies, in Canada and the United States. A collection of these strategies will be made available to schools (elementary and secondary) in a resource manual and will form the basis of material for Staff Workshops. Opportunities will be pursued for distribution/sale of this material to other boards.

Timeframe:

Year 1 - survey of system and outside boards for material and strategies

Year 2 - summary of strategies in resource manual for schools

- inclusion of strategies in Staff Workshops

Year 3 - pursue opportunities for sale of material to other boards

Recognition Program: Recognition of parent volunteer contributions to schools, staff and students will be considered as part of the Recognition Program. (See Employee section.)

Employees

Goals:

- to broadly recognize employees who reach the highest standards in education delivery, organizational management and service for the benefit of students.
- to inform board employees regarding Board directions, goals and priorities in an open, timely and consistent manner.
- to formalize communication channels for the benefit of staff and students.
- to increase communication with employees to improve decision-making and improve team effort in the achievement of the Board's mission and goals.
- to provide employees with increased support in communication with external audiences.

Programs:

From the Director: The Public Relations Department will continue to provide support to the Director in the production and distribution of "From the Director" staff bulletins, providing employees with timely and important information on Board policies, new programs and initiatives, directions etc.

Timeframe:

Year 0 - development of bulletin design

Year 1 to 3 - ongoing production and distribution

- evaluation, concurrent with Communication Channel

Standardization re distribution methods

Staff Workshops: In-service sessions will be planned, providing school leaders with skills and strategies for building: School-Level Public Relations Plans; and Effective Parent Communication and Involvement Programs. These workshops will be developed using input from the Parent Communication Strategies Review and the Parent Communication Audit (see Parents Section).

Timeframe:

- Year 1 - develop and implement School-Level Public Relations Plan Workshop and presentation schedule
 - evaluation by attendees
- Year 2 and 3 - develop and implement Effective Parent Communication and Involvement Workshop
 - evaluation by attendees and ongoing revision

Hamilton Board Information Package: The Public Relations Department will develop a series of materials that can be used by all staff members to explain Board programs, services, policies, operations and enrolment procedures to external publics. (Please see General Public section for more detail.)

Recognition Program: The Public Relations Department will continue to provide support to the Director and Chairman in co-ordination of the Outstanding Achievement Certificate program and student performances at Board.

The Public Relations Department will also co-ordinate a **Quality Leaders Recognition Program**.

- A recognition program team will be formed with a 5-month timeframe for developing a Hamilton Board of Education Quality Leaders program.
- Team members from a variety of employee groups will be selected by the Director, Superintendent of Human Resources and Public Relations Officer to represent a cross-section of talents and skills across the organization.
- Team members will brainstorm ideas and procedures for meaningful and cost-effective programs to recognize:
 - outstanding employees,
 - education leaders,
 - individuals who have made a significant contribution to cost-efficiency or organizational improvement, and
 - education supporters in the community (including co-op employers, business, service groups and parent and general public volunteers).

This program will encourage a dedication to quality and excellence in the provision of educational programs and services at all levels of the organization, as well as highlight excellence within our system to outside audiences.

Timeframe:

- Year 1 - selection of team members
 - development of program
 - report to Board for decision/information in November, 1994
- Year 2 and 3 - implementation of Board recommendations

Quickfinder: An easy-to-use system directory will be developed by the Public Relations Department. This Quickfinder will include a complete listing of senior officials, area office staff, department staff, alphabetical listing of department staff, trustee and Board meeting details, school calendar, elementary and secondary schools, system statistics, federation and union offices, etc. Copies will be distributed to all sites and selected external audiences.

Timeframe:

Year 0 - develop design concept

- collect data
- produce Quickfinder (circulated to system, October 1993)

Year 1 - evaluate format with random sampling of staff members

- revise format only as required
- update information
- produce

Year 2 and 3 - update and produce

PROFS/Communication Channel Standardization: The Public Relations Department will promote regular use of the PROFS system for information releases to all levels of Board personnel, and identify required improvements to regular information channels to all employee groups. Current procedures for PROFS communication and circulation of bulletins and employee information to staff will be reviewed with senior management, principals' associations and department managers to determine possible improvements to: the timing of information releases, format, frequency, labelling of releases, distribution problems and to reinforce the need for regular review of PROFS messages and staff bulletins. It is expected that the PROFS system can become an effective and efficient communication channel to all Board sites and personnel. Procedures for the circulation of employee information through PROFS and distribution of printed information releases will be reviewed and standardized in co-operation with the Superintendent of Administrative Services.

Timeframe:

Year 1 - evaluation of current effectiveness of hard copy and electronic distribution channels with input from stakeholder groups listed above

- presentation of suggested standardized information distribution procedures to senior management, principals' associations and department managers for input
- revision of suggested information distribution procedures based on input
- implementation of standardized procedures for information release through PROFS and hard copy bulletins

Year 2 - evaluation of Year 1 implementation

- revisions to procedures as warranted
- implementation of revised standards

Year 3 - evaluation of procedures effectiveness with random sampling of Board employees

Newsline: The Public Relations Department will develop an employee newsletter called Newsline. It is intended that the publication will be an important source of information for all employees on Board directions, staff achievements, educational issues, education-related news, etc. The newsletter will be circulated to all staff members. Newsline is intended to provide a system-wide, shared perspective and will be designed to enhance and complement the effectiveness of department, federation and union newsletters.

Timeframe:

Year 0 - development of prototype issue

- evaluation based on feedback

Year 1 - ongoing revision of story presentation

- production of 4 to 5 issues

- evaluation of newsletter material by representatives of employee groups

Year 2 and 3 - repeat Year 1

General Public

Goals:

- to increase community understanding and support for the Board's mission and goals in the education of children and adult learners.
- to increase community understanding of Board priorities, programs, learning standards, challenges, strengths, achievements, funding and fiscal management.
- to increase utilization and effectiveness of electronic media and face-to-face communication in providing the general public with information on education today.
- to encourage "a caring attitude" in response to and in interaction with members of the public.

Programs:

Information Line: The Public Relations Officer will ensure increased emphasis on standard approaches and follow-up to public enquires by Public Relations Department staff. (Please see description under Parents Section.)

Director's Annual Report: The Public Relations Department will continue to provide support in the co-ordination, design and production of the Director's

Annual Report. The Report will highlight board accomplishments in the areas of: program development, implementation and review; the management of fiscal resources; partnerships with parent, business and community groups; human resource management; operations; policies and decisions; and facilities maintenance and operation. Special attention will be focussed on student achievement; and staff excellence and innovation in meeting student needs. And statistics about the system will be included.

A special **Business Supplement of the Director's Annual Report** (see Business section) and a **condensed version** of the Report for print media, will be developed to increase reach with general public and parent audiences. Community newspapers will be a target for this condensed version. Prepared copy promoting availability of the Report to any interested parent or parent group will be sent to schools for inclusion in school newsletters. Copies of the Report will be made available to libraries, churches, local government and service clubs. And the Report and data contained in the Report will be made available to Board officials for speeches to outside organizations.

Timeframe:

- Year 1 - development of Report and special supplements concepts
 - assistance with co-ordination of Report
 - distribution
- Year 2 and 3 - evaluation and revision of format based on feedback
 - development and distribution, same as above

Education Week: As in past years, the Public Relations Officer will play a leadership role in the co-ordination of Education Week. An Education Week Committee composed of area representatives will work together to set the theme and system-wide activities, displays and special kick-off events for the system. Area representatives will, in turn, provide leadership for school-level Education Week representatives and area mall displays. Through Recognition Program planning (see Employees Section), it is hoped that recognition of education partners, such as business and school volunteers can be incorporated into the Week's activities.

Timeframe:

- Year 1, 2 and 3 - evaluation of previous year's Education Week
 - development of Education Week themes and activities by Committee (early January)
 - implementation (in May of each year)

Hamilton Board Information Package: The Public Relations Department will develop a comprehensive Information Package with a unified design to highlight Board programs, services, policies and operations. Using some existing material, the package will include the Board Quickfinder as well as information sheets/brochures, such as:

- School Registration Procedures (elementary and secondary)
- Facts and Figures on the Board
- Kindergarten Programs
- Special Education (and SEAC)
- Continuing Education Programs
- Transportation
- Discipline (Behaviour Codes) in Schools
- How to Address Concerns
- How the Board Operates (how to offer input on Board decisions)
- School Access and Tax Support
- Elementary/Secondary Programs
- System Map
- and others

This package will fit into a newly designed Board presentation folder which will be used in conjunction with parent fact sheets (see Parents Section). This package will assist schools in welcoming new parents. The complete package, or particular fact sheets/brochures will be provided to schools and departments as requested.

Timeframe:

Year 1 - identification of available materials

- development of information
- design and production of brochures/information sheets
- circulation of sample copies to schools for ordering

Year 2 - continued design and production of information sheets/brochures

Year 3 - evaluation/revision/updating of materials as required

Media Releases: The Public Relations Department will continue to produce information releases on Board decisions, events, general news items and policy changes. Increased emphasis will be given to information on student and staff achievements to increase recognition and coverage of these items. The Public Relations Officer will also work with school and system leaders to identify school-based events and programs that provide localized angles on education issues/trends and highlight excellence within our system.

Timeframe:

- Ongoing throughout the year.

Budget Communications Strategy: The Public Relations Department will work with the Finance Department to review current Budget communication materials and develop a streamlined budget communication program targeting key internal and external audiences. Budget communication programs may include:

- budget meeting schedules and updates
- Budget highlight fact sheet
- improved tax bill insert material
- budget information releases/articles for general media and business (e.g., Chamber of Commerce magazine)

Timeframe:

- Year 1 - review of current budget communication materials
 - development of communications program
 - implementation of selected materials
- Year 2 - full implementation of communication programs
 - ongoing evaluation/revision
- Year 3 - implementation/evaluation

Business/Service Organizations/Government

Goals:

- to improve understanding of education today and Board priorities related to: learning standards, fiscal management, programs, services, and student and staff achievement.
- to establish two-way communication channels and benefit from the input of business and service organization leaders in delivery of education programs.
- to encourage and show our appreciation to business employers, service organizations, and individuals who support particular education initiatives, education programs and students.

Programs:

Special Business Supplement (Director's Annual Report): This special condensed version of the Director's Annual Report will be targeted for business audiences and will be published in a business magazine (e.g. the Chamber of Commerce magazine). The Special Business Supplement will focus on issues important to business, local government and service organization readers,

including: business/education partnerships; programs that increase student employability skills; student achievements; standards for student achievement; program development; and fiscal management.

Timeframe:

Year 1- development of format and design

- production of supplement
- publication of supplement (February)
- evaluation and revision of supplement concept

Year 2 and 3- same as above

Newsline: The Board's employee newsletter, Newsline (as described in the Employees section) will be distributed, as appropriate, to select business, service organizations and local government to keep these leaders informed about Board accomplishments and highlights of staff and student achievements.

Timeframe:

Year 1 - creation (updating) of distribution list

- distribution of Newsline (5 times yearly)

Year 2 and 3- same as above

Speeches Program/Input Sessions: In addition to the Board's Speaker's Bureau, the Public Relations Department will assist in active identification and support of speaking engagements for Board officials with business, parent and service organizations. Informal input/discussion sessions will be conducted as part of these speaking engagements.

Timeframe:

Year 1 - identification of possible speaking opportunities

- assistance to officials in preparation of speech materials

Year 2 and 3 -- same as above

New Residents/ESL Groups

Goals:

- to improve information for English-As-A-Second Language (ESL) parents and increase their involvement as partners in the learning process.
- to better inform newcomers about the strengths of public schools, and to answer questions concerning enrolment procedures, etc.

Programs:

Communication Needs Review: The Public Relations Officer will work with the English-As-A-Second-Language Co-ordinator and the Equity Co-ordinator, to determine system needs for translated materials targeted for ESL parents. Appropriate materials will be developed using selected translated materials from area schools that explain school programs, services, operations and procedures for enrolment. These materials will be designed in the form of fact sheets (similar to the Parent Fact Sheets described in the Parents Section) to allow schools to photocopy materials, as needed. Provincial government translation services will be explored.

Timeframe:

Year 1 - review of current and required resources in co-operation with ESL and Equity co-ordinators

- development of materials requirements
- development and translation of materials
- ongoing evaluation and revision based on feedback and use by schools

Year 2 and Year 3 - same as above with revision and updating of materials as required

Board Information Package: This Information Package (as described in General Public section) will be made available to newcomers and real estate agencies. After a prototype package is assembled, these agencies will have the opportunity to order packages as required.

Timeframe:

Year 1 - development of Information Package materials

- distribution of sample package to agencies
- distribution of packages as required

Year 2 and 3 - updating of materials

- distribution, same as above

Media*Goals:*

- to support the media in accessing information on our school system.
- to improve print and electronic media coverage of education issues, staff and student achievements, programs, new education initiatives.

Programs:

Media Releases: As described in the General Public section of this Plan, increased emphasis will be placed on media releases that highlight staff and student achievements; as well as Board initiatives; management of fiscal resources; and results of program evaluation.

The Public Relations Officer will also focus on the development of story ideas for electronic media, such as: localized angles on education issues and trends; outstanding student and staff achievements; and Board initiatives.

Timeframe:

Year 1 - development of revised media release format

- updating and revision of media lists
- development and circulation of releases

Year 2 and 3 - same as above

Media Relations: The Public Relations Officer will continue to develop a strong liaison with media, responding to enquiries in a prompt manner, providing access to Board spokespeople on specific issues, and assisting media in the collection of data, as appropriate. It is expected that media relations will be addressed as part of the Public Relations Policy.

Other

Mailing Lists: As part of all publication programs, Public Relations Department mailing lists will be updated to include addresses for key internal and external audiences.

Timeframe:

Year 1 - development of lists

Year 2 and 3 - updating and revision as required

Graphic Standards: The Public Relations Officer will develop standard design parameters for a number of Board communication materials. These standards will increase visual communication effectiveness and readability in all Board publications. Standard graphic design elements will also improve audience identification of Hamilton Board materials.

Timeframe:

Year 0 - development of design parameters

Year 1 to 3 - implementation of design parameters on Board publications

- on-going revision based on feedback.

EXECUTIVE SUMMARY -- PROGRAMS 1994-1997

Parent Fact Sheets
Information Resources Listing
Hamilton Board Information Package
Information Line
Elementary/Secondary Calendar
Parent Conference
Public Service Announcements
Parent Communication Audit
Staff Workshops
Parent Communication Strategies Review
Recognition Program
From the Director
Quickfinder
PROFS/Communication Channel Standardization
Newslane
Director's Annual Report (and Special Business Supplement)
Education Week
Media Releases
Budget Communications
Speeches Program/Input Sessions
Communication Needs Review (ELS Groups)
Media Relations
Mailing Lists
Graphic Standards

ENTRY PROCESS -- INTERVIEW LIST

INTERNAL

- Board of Trustees
- Senior Officials
- Program Department Staff
- Teacher Federation Representatives
- Board Union Representatives
- Elementary and Secondary Principal Associations
- Elementary and Secondary School Staff Focus Groups
- Adult and Continuing Education Staff
- Research Department

EXTERNAL

- Hamilton Council of Home and School Associations
- Adult Basic Education Association
- Chamber of Commerce
- Hamilton-Wentworth Regional Police
- Industry Education Council
- City of Hamilton
- Media Outlets
- Service Clubs
- Hamilton-Wentworth Roman Catholic School Board
- Welcome House (Ministry of Citizenship)
- Volunteer Co-ordinator (retired)

INTERVIEW - EXTERNAL

INTERVIEW

Interviewer: [Name]
Interviewee: [Name]
Date: [Date]
Time: [Time]
Location: [Location]
Topic: [Topic]
Purpose: [Purpose]
Notes: [Notes]

EXTERNAL

Interviewer: [Name]
Interviewee: [Name]
Date: [Date]
Time: [Time]
Location: [Location]
Topic: [Topic]
Purpose: [Purpose]
Notes: [Notes]

FOCUS GROUP QUESTIONS

1. Do you think our system is doing a good job educating students?
2. What are the unique strengths of our schools?
3. If someone asked you about the Hamilton Board of Education and the quality of education in our schools, what would you say?
4. What attitudes and perceptions about Hamilton schools need to be changed?
5. What kind of information do parents and the community need about our schools and programs?
6. How effective are our current communication programs with schools and community?
7. How could I best help you in communicating with parents? What kind of training or materials would be helpful?
8. What are the two or three top issues or topics parents need more information about?
9. How could we improve communication between schools and central department (the Education Centre)?

FOCUS GROUP QUESTIONS

1. How often do you use the system to check your work?
2. What are the major reasons for not using it?
3. How often do you use the system to check your work?
4. How often do you use the system to check your work?
5. How often do you use the system to check your work?
6. How often do you use the system to check your work?
7. How often do you use the system to check your work?
8. How often do you use the system to check your work?
9. How often do you use the system to check your work?
10. How often do you use the system to check your work?

STAKEHOLDER INPUT QUESTIONNAIRE

1. What do you expect from the education system now? What about in the future? (top 3 priorities)
2. Do you think our system does a good job of educating students?
3. What are the unique strengths of this public school system?
4. What attitudes/perceptions about Hamilton schools and the quality of education need to be addressed through communications? (3 most critical)
5. What are the 3 most critical communication needs?
6. What current communication programs do you consider to be most effective:
 - (a) with staff
 - (b) parents
 - (c) outside community
7. What is the most severe communication problem for the Hamilton Board and its cause?
8. How can communication channels and organizational procedures be revised to improve communications?
9. What new communication/public relations programs would you suggest?
10. What individuals or groups should be surveyed for their opinions?

STAKEHOLDER INPUT QUESTIONNAIRE

1. What do you expect from the development work? What should be the focus? (top 3 priorities)
2. Do you think our organization does a good job on addressing your needs?
3. What are the major reasons for the problems you face?
4. What activities/programs should the organization focus on to address the issues? What do you think is the most important? (top 3 priorities)
5. What are the 3 most critical communication needs?
6. What other communication programs do you think should be implemented?
(a) Tell me
(b) Explain
(c) Provide information
7. What is the most serious communication problem for the organization and its staff?
8. How can a communication channel and organizational structure be created to improve communication?
9. What are the major communication barriers? (top 3 priorities)
10. What initiatives or projects should be started to improve the communication?

November 9, 1993

TO: The Chairman and Members, Operations and Finance Committee,
The Board of Education for the City of Hamilton
Hamilton, Ontario

FROM: Nancy Nicholls, Superintendent of Schools
Murray Quinn, Superintendent of Schools

RE: Report of the Public Meetings for Closure of Ainslie Wood and Crestwood
Secondary (Vocational) Schools

REPORT: Information/Decision

BACKGROUND:

The following motions were passed at a special meeting of the Operations Management Committee, April 13, 1993: "That Ainslie Wood Vocational School be considered for closure, effective September, 1994." and "That Crestwood Vocational School be considered for closure, effective September, 1994."

"That the School Closure Policy of the Hamilton Board of Education be suspended to deal with the present situation with reference to Ainslie Wood and Crestwood Vocational Schools:

- (a) That public presentations be invited at open meetings by October, 1993 and
- (b) Board decision be made by November, 1993 for possible implementation in September, 1994."

ISSUE:

To report to the Board the results of the public meetings held to discuss the recommendations to close Ainslie Wood and Crestwood Secondary (Vocational) Schools.

To determine the position of the Board with respect to the closure of Ainslie Wood and Crestwood Secondary (Vocational) Schools.

RECOMMENDATIONS:

1. That this report be received for information.
2. That Ainslie Wood Secondary (Vocational) School be closed, effective September, 1994.
3. That Crestwood Secondary (Vocational) School be closed, effective September, 1994.

RATIONALE:

Recommendations 2 and 3 were presented to the respective communities on September 29 and October 6, 1993 at Ainslie Wood Secondary (Vocational) School and Crestwood Secondary (Vocational) School. Prior to these meetings, notices of meetings were placed in The Hamilton Spectator and flyers containing the necessary information were given to staff and students at each site. Opportunities for the public to access information regarding the closures and to make presentations at the public meetings were made available through the Area Offices (Appendices A and B).

Approximately 50 people were in attendance at the Ainslie Wood meeting and 18 at the Crestwood meeting. Included were students, parents, staff, Federation representatives, Trustees and Board Officials.

The agendas for the meetings are found in Appendices C and D.

The presentations included:

- an overview of current economic issues and future trends that exist and will have an impact on the educational system. (D.Goodridge, Director).
- the proposed future direction for vocational and technological education for the Hamilton Board (Betty Bond, Superintendent of Program, Frank Cooke, Assistant Superintendent of Program).
- the demographics of Vocational students in Hamilton, enrolment trends for the past ten years, accommodation issues. (Murray Quinn, Superintendent of Schools, Nancy Nicholls, Superintendent of Schools).
- Since no one had forwarded written submissions or requested an opportunity to make a presentation, the opportunity to do so was offered at each meeting. No presentations were made.
- Questions from the community were addressed by the presenting team. Questions centred around the following areas:
 - operational concerns around the transition from one school to another;
 - continuity of program (i.e. that students would have access to the same breadth of course offerings);
 - continuation of a nurturing environment;
 - support for the consolidation and enhancement of program (Crestwood);

There was one newspaper article which appeared in the Hamilton Spectator following the Ainslie Wood public meeting. (Appendix E).

The meeting, which began at 7:00 p.m. concluded formally at 8:30 p.m. with no further questions from the floor.



PUBLIC NOTICE

The Board of Education for the City of Hamilton
invites community participation, input and
public presentations at:

Ham Spec Sept 18/93

an Open Meeting, Wednesday, September 29, 7:00 p.m.
at

Ainslie Wood Vocational School

1015 Main Street West

The purpose of this meeting is:

- to provide information regarding a proposal "that **Ainslie Wood Vocational School be considered for closure effective September 1994.**" (Board decision to be made in November 1993 for possible implementation in September 1994);
- to provide information on future directions for Vocational Education for the Hamilton Board of Education;
- to receive community input and respond to questions regarding this proposal.

*For more information, or to be included
as a public presenter, please contact:*

Murray Quinn

Superintendent of Schools

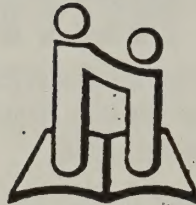
Area 1

Board of Education for the City of Hamilton

- 521-2507

Margaret Cunningham
Chairman

Donald W. Goodridge
Director and Secretary



PUBLIC NOTICE

The Board of Education for the City of Hamilton
invites community participation, input and
public presentations at

an Open Meeting, Wednesday, October 6, 7:00 p.m.
at

Crestwood Vocational School

50 Millwood Place

The purpose of this meeting is:

- to provide information regarding a proposal "that Crestwood Vocational School be considered for closure effective September 1994." (Board decision to be made in November 1993 for possible implementation in September 1994);
- to provide information on future directions for Vocational Education for the Hamilton Board of Education;
- to receive community input and respond to questions regarding this proposal.

For more information, or to be included as a public presenter, please contact:

Nancy Nicholls
Superintendent of Schools
Area 2
Board of Education for the City of Hamilton
574-1668

Margaret Cunningham
Chairman

Donald W. Goodridge
Director and Secretary

PUBLIC MEETING

Ainslie Wood Secondary School
Wednesday, September 29, 1993
7:00 p.m.

DRAFT AGENDA FOR RESPONSE

1. Welcome & Introductions TRUSTEE CHAIR
2. Purpose of Meeting: TRUSTEE CHAIR
 - review of April/93 OMC motion.
3. Future of our System D. Goodridge
4. Proposal for Ainslie Wood M. QUINN
 - enrolment trends for Ainslie Wood
 - student demographics for Ainslie Wood
 - accommodation issues
 - above mountain
 - lower city
 - plant considerations (asbestos, archives, etc.)
 - transportation considerations.
5. Program: B. BOND
 - implications of Transition Years
 - providing a varied Vocational program.
6. Opportunity for presentations from the public.
7. Open Forum: questions.

PUBLIC MEETING
CRESTWOOD SECONDARY SCHOOL
OCTOBER 6TH, 1993
7:00 P.M.

A G E N D A

1. Welcome, Introductions
2. Purpose of the Meeting
Review of Board Motion (April, 1993)
3. Future Trends in Education -D. Goodridge
4. Program for a Changing Workplace -B. Bond
5. Proposal for Crestwood -N. Nicholls
6. Presentations from the Public
7. Open Forum, Questions and Responses

Coffee will be served.

Vocational school parents worried by closure plan

By CHRISTINE COX
The Spectator

IF AINSLIE Wood closes, will our children still get the help they need?

That was the major concern of parents who attended a meeting last night about the proposed closure of the west-end vocational school.

Coping with change is especially hard for youngsters with problems such as learning disabilities, said Gay-lynne Walton, who has a 14-year-old daughter at the school.

"I'm sorry, I'm dead against Ainslie Wood closing," Mrs. Walton told officials and trustees from the Hamilton Board of Education.

"I understand your facts and figures, but you also have to understand the way parents feel, and the way teenagers feel, that have to make these major changes."

Another woman sounded almost tearful as she told of her fear for her son's future. "I hope, if he does go to any of the other schools, he'll have the attention that he needs. He needs hands-on work."

Help

Kim VanWanrooy, 18, is worried by the idea of Ainslie Wood closing next September, even though she hopes to graduate this year. When she tried another high school, she didn't get the help she needed.

"I just love it here," she said in an interview. "The teachers are nice, they help you all the time."

Board officials cited government funding cutbacks, provincially determined changes in curriculum and dwindling enrolment in vocational schools as reasons to look at consolidation.

They repeatedly gave assurances that, if Ainslie Wood does close, students will get the support they need elsewhere. One of the options open to them would be Parkview, a vocational school closely linked with Scott Park Secondary School.

"We do care about kids at Parkview," said principal Bud Knowles, who proudly described the programs available. He said class sizes would be the same as at Ainslie Wood.

The board will make its decision about Ainslie Wood in November. The school now has about 230 students.

Crestwood Vocational School is also being considered for closure, and the board is seeking input at a public meeting at the Millwood Place school next Wednesday at 7 p.m.

Vocational Schools Wanted by Chinese

IN A RECENT issue of the
Chinese press, the following
article appeared:
"The Chinese people are
beginning to realize the
importance of vocational
education. They are
beginning to see that
the only way to improve
the standard of living
is to increase the
production of goods
and services. This can
only be done by
training a large number
of skilled workers and
technicians. Therefore,
the government should
encourage the development
of vocational schools
and provide financial
support for them. The
people should also be
encouraged to send their
children to these schools
and to learn a trade or
craft. This will help to
create a new generation
of skilled workers and
technicians who will be
able to contribute to the
development of the
country."

The article is a
typical example of the
kind of propaganda
which is being
distributed in China
at the present time.
It is designed to
create a false
impression of the
Chinese people's
attitudes towards
vocational education.
In fact, the Chinese
people are not
beginning to realize
the importance of
vocational education.
They are still
regarding it as a
second-class
occupation, and
they are not
willing to send their
children to vocational
schools. The
government is not
encouraging the
development of
vocational schools,
and it is not
providing financial
support for them.
The only reason
why the Chinese
people are beginning
to realize the
importance of
vocational education
is because of the
propaganda which
is being distributed
in China at the
present time.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1993 11 09

To the Chairman and Members,
Operations & Finance Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

- (a) That the following trip requests be approved:
 - (i) Adelaide Hoodless, Grades 6-8, Outdoor Education, Camp Wanakita, 1994 06 15-18 (Wednesday to Saturday)
 - (ii) Burkholder, Grades 6-8, Outdoor Education, Camp Arowhon, 1994 06 07-10 (Tuesday to Friday)
 - (iii) Dalewood, Grade 7, Outdoor Education, Camp Wanakita, 1994 01 09-12 (Sunday to Wednesday)
 - (iv) Tweedsmuir, Grades 6-8, Olympia Sports Camp, Huntsville, 1994 06 15-17 (Wednesday to Friday)
 - (v) Barton, Grade 9-OAC & Adults, Stratford, 1994 05 17 (Tuesday)
 - (vi) Delta, Grades 12-OAC, Basketball Team, Meadsville, P.A., U.S.A., 1993 12 28-29 (Tuesday to Wednesday)
 - (vii) Glendale, Grades 9-OAC, Basketball Tournament, Kingston, 1993 11 26-28 (Friday to Sunday)
 - (viii) Sir Allan MacNab, Senior Art/Drama, New York City, N.Y., 1994 04 21-24 (Thursday to Sunday)
 - (ix) Sherwood S.S., Grades 11-OAC, Washington/Williamsburg, 1994 04 27-1994 05 01 (Wednesday to Sunday)
 - (x) Westdale, Grades 9-OAC, Basketball Tournament, King City, 1993 11 26-27 (Friday to Saturday)
 - (xi) Westdale, Grades 9-11, Basketball Tournament, Barrie, 1993 11 26-27 (Friday to Saturday)
 - (xii) Westdale, Grades 9-OAC, Basketball Game, Western University, London, 1993 12 27-28 (Monday to Tuesday)
 - (xiii) Westdale, Grades 9-OAC, Basketball Tournament, Queen's University, Kingston, 1993 12 03-04 (Friday to Saturday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

URBAN/MUNICIPAL
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1993

URBAN M...
DEC 1993

GOVERNMENT DOCUMENTS

A G E N D A
OPERATIONS AND FINANCE COMMITTEE
1993 12 07

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Response from the Officials re the Presentation by the Chamber of Commerce
2. Report regarding Assessment and Pooling – Pages 1 to 19
3. a) Rental Rates – Child Care Centres – Pages 20 to 38
b) Rental Rates – School Facilities – Pages 39 to 49
4. Report on Pupil Suspensions – Pages 50 to 58

NEW BUSINESS:

1. Reconstitution of Ad-Hoc Committees: – Page 59
a) AIDS Policy Committee
2. Forecast of Expenditures and Revenues – Pages 60 to 63
3. Report regarding Capital Loan Program – Pages 64 to 87

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education – Pages 88 and 89
2. Reconstitution of Ad-Hoc Committees: – Page 59
a) Name Search Committee – Mountain Secondary School
3. Verbal Report on High Cost Technological Studies Factor



To: The Chairman and Members of
The Operations and Finance Committee
1993 12 07

From: P. E. Shewfelt
Superintendent of Finance and Treasurer
Daryl Sage
Manager, Special Projects/Audit/Assessment

Re: Update on Assessment and Pooling

Report: *For Information*

BACKGROUND:

The Provincial Government, in support of school boards, pay grants so that all Boards have equitable financial resources to provide a base level of education. The portion of education expenditures not supported by grant must be requisitioned from local taxpayers. Approximately 60% of the Boards' expenditures are supported by local taxation. Taxes are raised through levying a charge, mill rate, against the assessment base. Changes in the municipal assessment base results in changes not only in individual property owner's taxes but in municipalities contributions to education. As the value of the base is increased, pressure can be minimized on each assessment dollar; the reciprocal is also true.

The assessment base is calculated as the total value of all property within the municipality of Hamilton. An assessable value is assigned to all property consisting of residential homes, apartments, farms, commercial buildings, offices, shopping malls and industrial properties such as factories and warehouses. For 1993, the base has a total assessed value exceeding 1 billion dollars of which 41% is represented by commercial assessment. Currently, the public board maintains approximately 72% of residential and 85% of the commercial assessment base. Overall, the weighted average share for public taxation is 78%. The separate board, which levy's education taxes throughout Hamilton-Wentworth, is represented by 224 million dollars of assessment within Hamilton alone. (Appendix A)

BACKGROUND (cont'd):

Over the last five years growth in the assessment base averaged 1%. The make-up of the base has two major components

- (a) residential assessment - grew annually by 2.75% until 1992 and in 1993 only a marginal increase of .76%.
- (b) commercial assessment - over the same period grew by 1.4% annually until 1991 then lost 3.5% for 1992-93. (Appendix B & C)

Since 1991, Hamilton's commercial base has declined, on a consolidated basis, by approximately 14.5 million dollars. The Hamilton and District Chamber of Commerce focused their report to the Board in November, 1993, on diminishing and re-shaped businesses within the community. Their emphasis was placed on the weight that social and economic pressures are having on our business partners' bottom line. When business fails and or experience an inability to sustain tax responsibilities, educational services relying on these revenues are placed in jeopardy. For 1993, the Board budgeted 2.6 million dollars for charge back of uncollectable taxes. Given the state of the local economy, 1994 may reflect a significant increase in this budget line.

Another major issue impacting on the Board's ability to maintain educational services through its' tax base is *Pooling*. During 1989, Bill 64 and 65, pooling of commercial assessment was introduced. After receiving second reading a Board delegation made a presentation to the Legislative Assembly of Ontario. (Appendix F) This presentation emphasized that the Hamilton Board was being placed in an adverse position by this legislation. Therefore, additional government compensation would be required so that no tax burden would be shouldered by Hamilton rate payers.

The pooling legislation received royal assent in December 1989, enabling separate school boards to share more equitably in the commercial assessment over a six year phase in. The phase in period was intended to provide a reasonable period of time for school boards to adjust their financing to this new assessment sharing arrangement.

BACKGROUND (cont'd):

Pooling has affected three significant groups

- 1/ Property and business assessment of publicly traded corporations and their subsidiaries are to be shared between the public and separate school boards in proportion to the residential and farm assessment in the municipality.
- 2/ Business partnerships may direct school tax support to a separate school board up to the proportion that the partnership is held by separate school supporters.
Private corporations may direct school tax support to a separate school board up to the proportion that the ownership of the business is held by separate school supporters.
- 3/ Telephone and telegraph company payments to the municipalities, representing 5% of the company's gross receipts, will be shared in proportion to a board's residential and farm assessment.

Appendix (D) graphically displays that by the end of the pooling phase in period (1995) 61.7 million dollars of commercial assessment will have been removed from public school taxation. This lost assessment has a value of more than 14.8 million tax dollars. Since the assessment wealth of the Hamilton Board is declining, provincial support is estimated to increase. As a result, the net loss, in public education tax dollars, is projected to be 3.2 million dollars in 1996. The three years that have past, since the adoption of the pooling legislation, have served to confirm our original estimates and the negative impact on this Board due to limited grant support.

(Appendix E)

ISSUE:

To provide information on the Board's assessment base and the impact of pooling commercial assessment.

RECOMMENDATIONS:

- 1/ That this report be received for information.

RATIONALE:

The 1994 Proforma budget was assembled on a projected diminishing assessment base. A 13 million dollar drop in assessment for grant purposes eg.(1993 \$844m - 1994 \$831m) was used to produce a smaller tax base on which to levy. As a result, upward pressure has been placed on the 1994 mill rate. Two main contributing factors supporting this estimated decline were

- (a) an anticipated zero growth for 1994 in residential assessment and
- (b) continued erosion in the commercial base due to negative growth and loss due to pooling.

The public assessment base which supports the majority of board initiatives is not as stable as in the past. Fluctuating property values, the general state of the economy and the impact of pooling will without a doubt re-shape funding of education into the foreseeable future. As well, the Education Finance Reform Project which is currently addressing educational funding may recommend changes that will impact local taxation.

We will continue to monitor all influence on our public assessment base and develop ongoing strategies to ensure the Hamilton Board receives its' rightful share of both assessment and government grants.

The Board of Education for the City of Hamilton
1993 Budget
1992 Unrevised Assessment for the 1993 Taxation Year
Local Taxation - Assessment

HAMILTON BOARD: Elementary/Secondary

	<u>1992</u>	<u>1993</u>	<u>Variance</u>	<u>%</u>
Residential - Public	\$ 429,035,878	430,237,694	1,201,816	0.03
Commercial - Public	251,299,999	243,262,178		
Business - Public	<u>113,168,440</u>	<u>108,730,935</u>		
Total Commerical & Business	<u>364,468,439</u>	<u>351,993,113</u>	<u>(12,475,326)</u>	<u>(3.4)</u>
TOTAL PUBLIC SCHOOL ASSESSMENT	\$ <u>793,504,317</u>	<u>782,230,807</u>	<u>(11,273,510)</u>	<u>(1.4)</u>

HAMILTON-WENTWORTH R.C.S.S.B.: Elementary/Secondary

	<u>1992</u>	<u>1993</u>	<u>Variance</u>	<u>%</u>
Residential - Separate	\$ 159,929,405	163,182,282	3,252,877	2.0
Commercial - Separate	35,689,428	41,157,588		
Business - Separate	<u>16,485,150</u>	<u>19,607,170</u>		
Total Commercial & Business	<u>52,174,578</u>	<u>60,764,758</u>	<u>8,590,180</u>	<u>16.5</u>
TOTAL SEPARATE SCHOOL ASSESSMENT	\$ <u>212,103,983</u>	<u>223,947,040</u>	<u>11,843,057</u>	<u>5.6</u>
TOTAL CITY ASSESSMENT	\$ <u>1,005,608,300</u>	<u>1,006,177,847</u>	<u>569,547</u>	<u>.005</u>

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

LABORATORY OF ORGANIC CHEMISTRY

RESEARCH REPORT

1. Title of the Report: *Reaction of 2,4-dinitrophenol with Diazotized Aniline*

2. Author: *John Doe*

3. Date: *March 15, 1955*

4. Abstract: *This report describes the synthesis and properties of a new compound formed from 2,4-dinitrophenol and diazotized aniline. The compound is a dark solid, soluble in organic solvents, and exhibits characteristic absorption bands in the UV spectrum.*

5. Introduction: *The reaction of 2,4-dinitrophenol with diazotized aniline has been studied for many years. It is known that this reaction produces a variety of products, depending on the conditions used. The present study was designed to determine the effect of temperature and concentration on the reaction.*

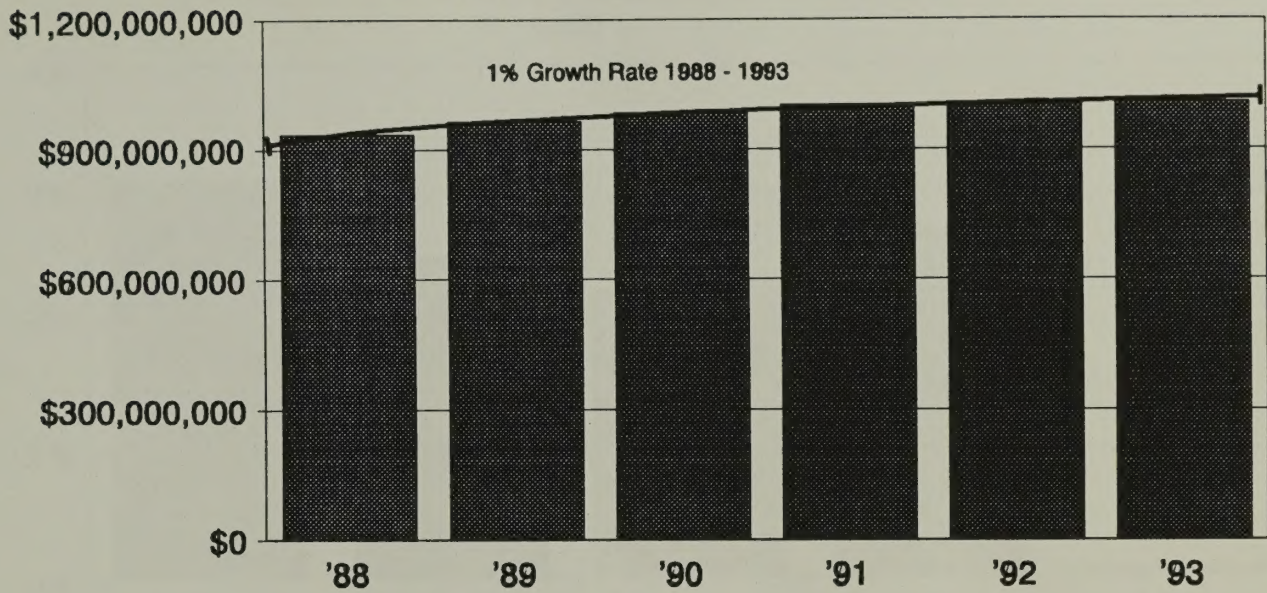
6. Experimental: *The reaction was carried out in a round-bottom flask equipped with a magnetic stirrer. A solution of 2,4-dinitrophenol in concentrated sulfuric acid was added to a solution of diazotized aniline in concentrated sulfuric acid. The mixture was stirred at room temperature for 24 hours.*

7. Results: *The reaction produced a dark solid, which was isolated by filtration and dried under vacuum. The yield of the product was 85%.*

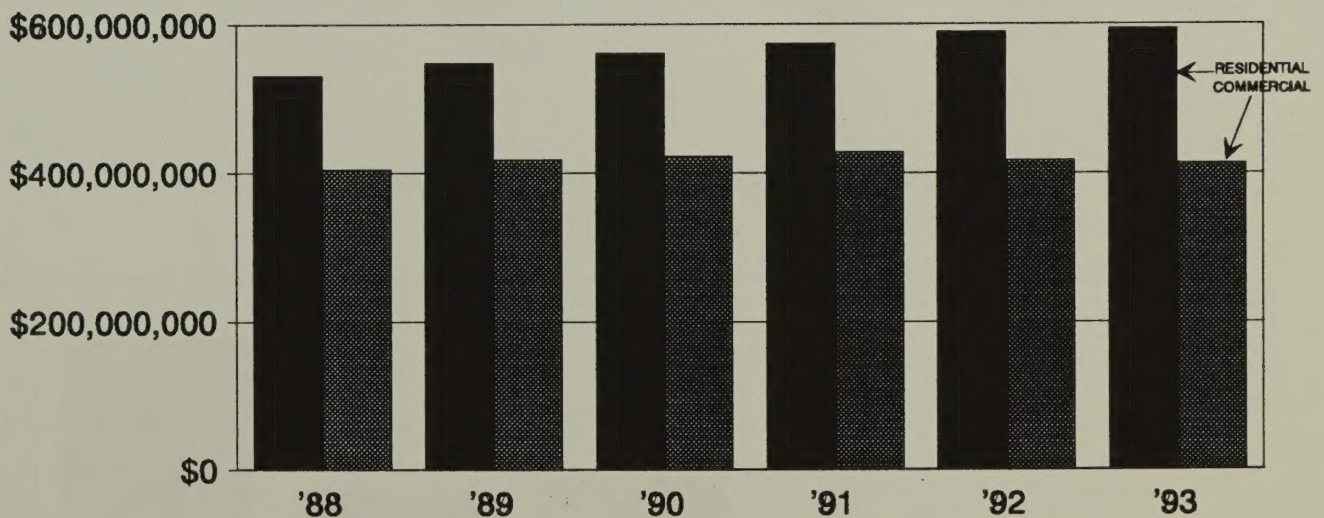
8. Discussion: *The results of this study show that the reaction of 2,4-dinitrophenol with diazotized aniline is highly sensitive to temperature and concentration. The product is a new compound, which has not been previously reported.*

9. Conclusion: *The reaction of 2,4-dinitrophenol with diazotized aniline is a useful method for the synthesis of new compounds. The product is a dark solid, soluble in organic solvents, and exhibits characteristic absorption bands in the UV spectrum.*

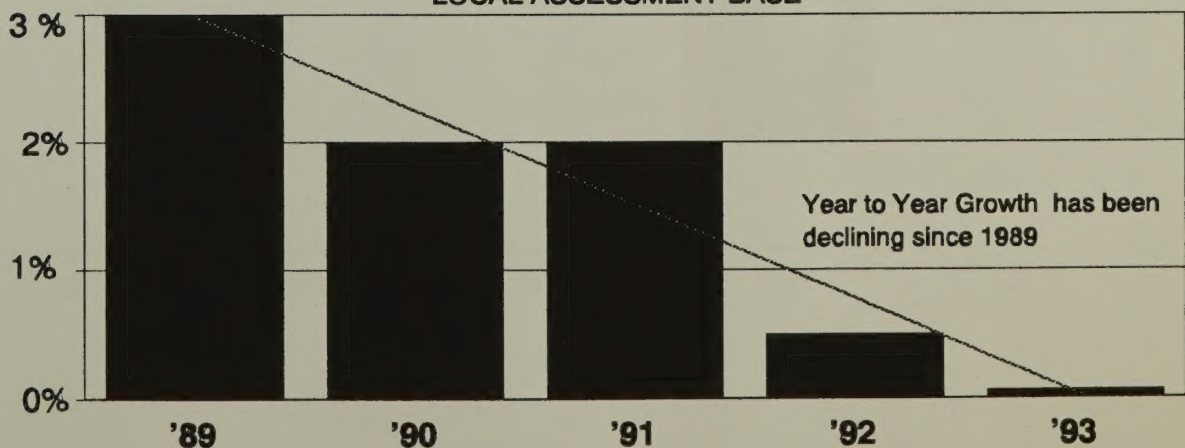
TOTAL ASSESSMENT BASE
RESIDENTIAL & COMMERCIAL



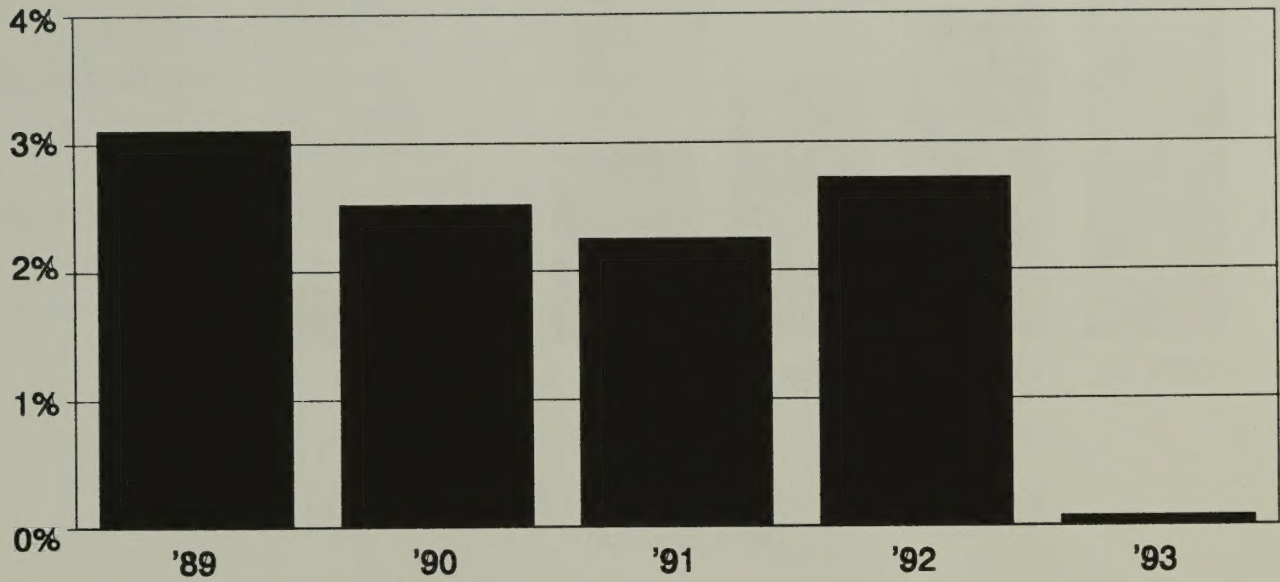
TOTAL RESIDENTIAL AND COMMERCIAL ASSESSMENT



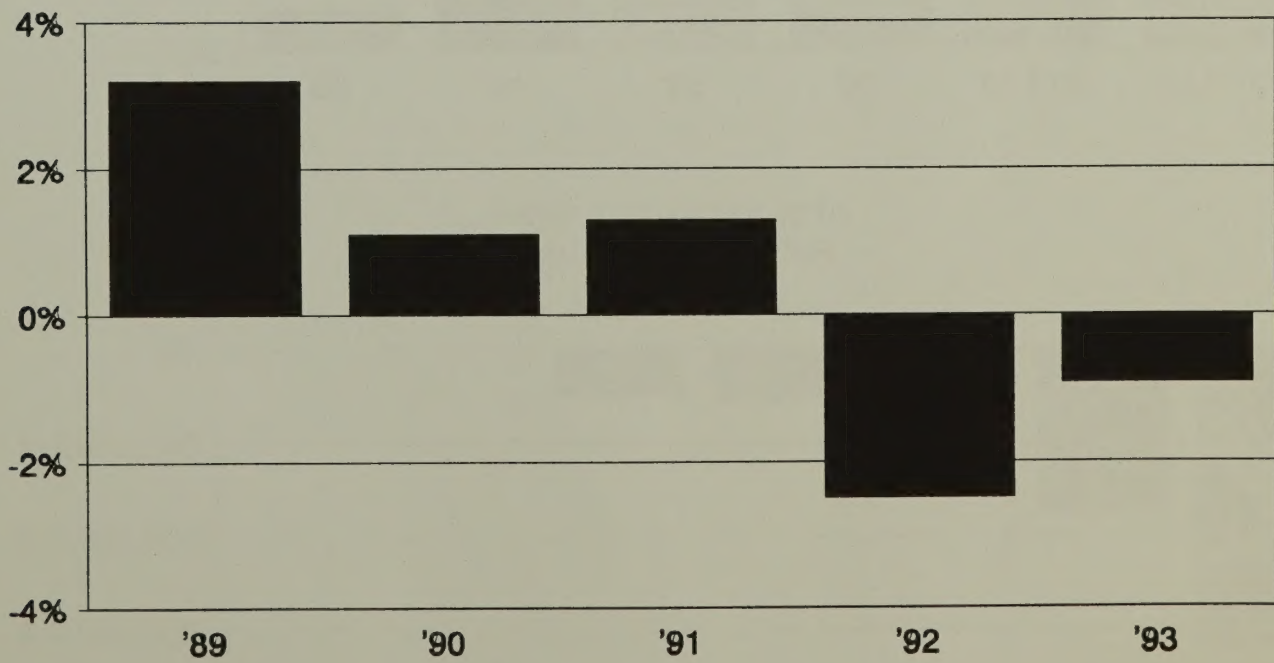
YEAR TO YEAR GROWTH IN
LOCAL ASSESSMENT BASE



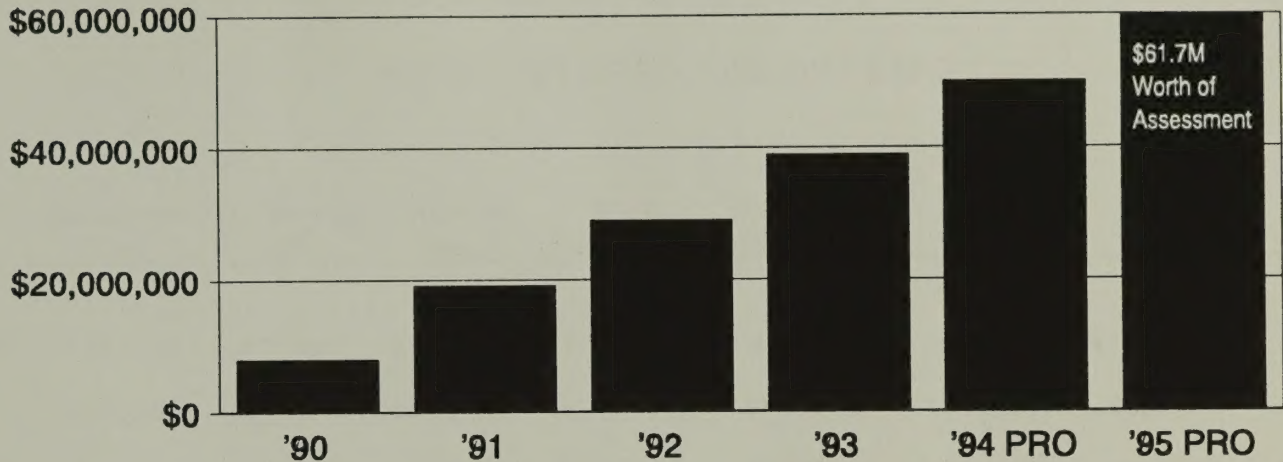
YEAR TO YEAR GROWTH IN RESIDENTIAL ASSESSMENT
BASE



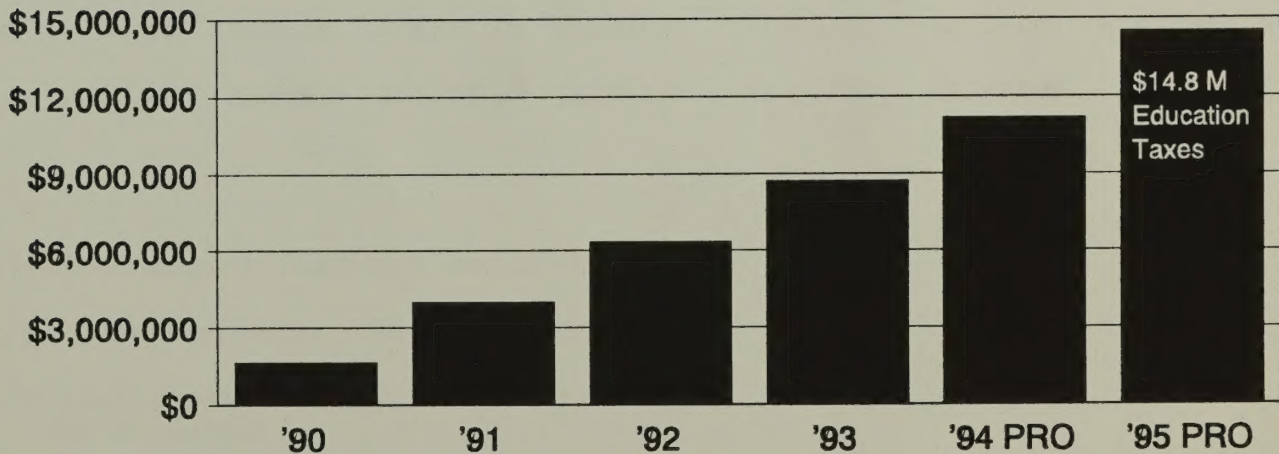
YEAR TO YEAR GROWTH IN COMMERCIAL ASSESSMENT
BASE



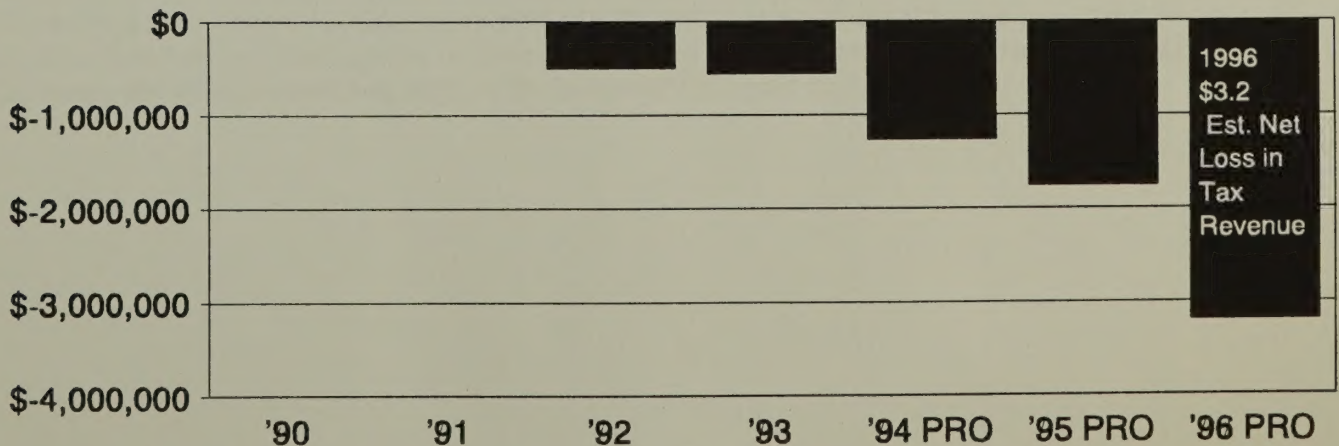
CUMULATIVE LOSS IN COMMERCIAL ASSESSMENT DUE TO POOLING



CORRESPONDING GROSS LOSS TO PUBLIC BOARD IN TAX DOLLARS



PROJECTED NET LOSS TO PUBLIC SYSTEM AFTER GRANT



NET EFFECT OF POOLING ON BOARD

	Assessment Lost	T&T Revenue Lost *	Total Tax Impact	Grant Recovered**	Second Level Compensation***	Net Tax Lost	Pooling Grant	Net Position
1990	7,942,190	\$71,991	\$1,047,654	\$931,868	\$544,333	\$291,188	\$291,188****	\$0
1991	19,513,882	\$283,839	\$4,365,382	\$2,416,959	\$1,026,332	\$922,091	\$922,091	\$0
1992	30,045,525	\$443,054	\$7,021,877	\$3,916,623	\$1,681,000	\$1,424,254	\$916,318	\$507,936
1993 proj	40,146,698	\$616,500	\$9,600,000	\$5,300,000	\$2,300,000	\$2,000,000	\$1,430,883	\$569,117
1994 proj	51,435,479	\$770,600	\$12,300,000	\$6,800,000	\$2,800,000	\$2,700,000	\$1,430,883	\$1,269,117
1995 proj	61,723,028	\$926,500	\$14,800,000	\$8,200,000	\$3,400,000	\$3,200,000	\$1,430,883	\$1,769,117
1996 proj	61,723,028	\$926,500	\$14,800,000	\$8,200,000	\$3,400,000	\$3,200,000	\$0	\$3,200,000

Notes:

* T&T Revenue consists of Telephone & Telegraph receipts.

** Grant recovered due to decline in the assessment base.

*** Second Level compensation is an increase in the grant ceiling of:

1990 \$16 per pupil
 1991 \$32 per pupil
 1992 \$48 per pupil
 1993 \$64 per pupil
 1994 \$80 per pupil
 1995 \$96 per pupil

**** The Ministry determined that the Hamilton Board of Education suffered a net loss of revenue from pooling in 1990, thus entitling us to a special compensation grant of \$201,987. A review of the Ministry's calculation, however showed an \$89,219 deficiency in the payment received by this Board. This position was confirmed with the Ministry of Education, and an adjustment was made in the December 1992 grant payment.

**PRESENTATION TO THE STANDING
COMMITTEE ON SOCIAL
DEVELOPMENT**

**LEGISLATIVE ASSEMBLY OF
ONTARIO**

BY

**THE BOARD OF EDUCATION FOR THE
CITY OF HAMILTON**

**MARY CAYE CLARKE
CHAIRMAN OF THE BOARD**

TUESDAY, NOVEMBER 21, 1989

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS

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Madam Chair, as Chairman of the Board of Trustees for The Board of Education for the City of Hamilton, I would like to express my appreciation for this opportunity to appear before the Standing Committee on Social Development with respect to the financial implications relating to the implementation of Bill 64. We have brought for your consideration our written submission and would be pleased to answer any questions after we have made our presentation.

May I take this opportunity to introduce Mr. Keith Rielly, Director of Education and Secretary and Mr. Paul Shewfelt, Superintendent of Finance and Treasurer who are here to assist me.

Madam Chair, historically, it has been our practice to work collaboratively on the submission of briefs at the provincial level with organizations such as the Ontario Public School Boards' Association, the Ontario Public Education Network and the Ontario Association of School Business Officials. With Bill 64 passing second reading on November 8, 1989, we felt compelled to present our reaction directly to the Government because we are one of the boards in Ontario that will encounter a significant negative impact.

Due to the time constraint, we shall address our very serious concerns regarding the direct impact of Bill 64 as it relates to sharing of commercial and industrial assessment with our coterminous board. It is not our intent, on this occasion, to address other

critical related financial matters such as the Development Charges Act (Lot Levy), the implications of Bill 30 and its impact on our capital financing program, the provincial ceilings, the erosion of provincial support at the local level, provincial pooling or the possible amalgamation with Wentworth County.

Our specific concerns relate to a financial model that could be implemented within five weeks. Should that be the case, the legislation will have a negative and serious impact on our local ratepayers during and after implementation.

When the Ministry of Education issued a news release in May, we accepted, in good faith, the Minister's comments that:

- . the plan would create a fairer and more equitable system for distributing local education revenues
- . changes would be implemented in such a manner that no public school board would incur a net loss in revenue
- . the changes would not adversely affect the public school system
- . amendments would be introduced to the Education Act to provide a more equitable sharing of education revenues at the municipal level.

Madam Chair, our position is that the proposed model for pooling and sharing of the industrial and commercial assessment base by our two publicly funded educational systems cannot be implemented if it jeopardizes the funding

resources of the Hamilton Board of Education.

We believe that we demonstrate prudent financial management of our revenue sources made available to us through provincial grants and the local tax base. It is therefore paramount that we maintain the integrity of these individual resources so that we may continue to achieve the public and government expectations of our Board. This is particularly evident in such issues as:

- . reduction in class sizes in grades 1 and 2
- . a six year 10 million dollar microcomputer program implemented in 1984
- . a five year 1.5 million dollar technological studies program introduced in 1987
- . literacy initiatives under consideration in 1990
- . junior and all-day senior kindergarten programs
- . pay equity
- . health and safety
- . the Employer Health Levy
- . changes in unemployment insurance
- . special needs of inner city schools
- . race relations initiatives
- . multi-cultural initiatives
- . asbestos control and
- . capital projects.

Madam Chair, I wish now to focus on the Ministry's financial model that could be implemented within five weeks. I would like to comment on the Ministry of Education's

impact study as it relates to the Hamilton Board, the details of which are outlined in Exhibits 1 and 2. Each year during the six year implementation phase, 2.3 million dollars in property taxes will be re-allocated to our sister board. This loss in tax revenue will be offset by 1.3 million dollars in provincial grants thereby resulting in a 1 million dollar loss of revenue. During this period, your government will supplement our operating grants by \$600,000 thereby reducing our net loss of revenues to \$400,000 per year. It is our understanding that additional grants may be made available to boards such as ours to compensate for this loss during the implementation phase. Since this information was not incorporated into the model, we have to assume that those grants would offset our \$400,000 loss. While this is of concern to us in not only the maintenance of our existing programs and obligations, but also the implementation of new programs, we have an even greater concern with the impact of this legislation as it relates to the seventh and subsequent years. Our interpretation of the model would indicate that the withdrawal of any pending supplementary grants would leave us in a net loss position of 2.4 million dollars per year.

In the short term, we assume that the Minister will fulfill his promise that he made during the first reading of Bill 64 on October 19 when he stated "Provincial grants to school boards will be increased to ensure that the public

school system, on a province-wide basis, does not suffer a loss of revenue as a result of these changes. As well, additional compensation will be provided so that no public school board will experience a net loss of revenue as a result of these changes."

During the second reading of the Bill on November 8, the Minister went on to say "We have said we are going to take a number of compensatory measures to recognize that there will be impacts. As a result of this policy, we will be increasing the grant ceilings in a way that is going to leave a vast majority of public boards better off, by my calculation, than they were before this change was undertaken. Yes, after that if we find there are boards that have additional considerations, they too will be taken into serious and positive account. Without seeing the results of the rolls, I cannot at this point give the absolute final numbers because I do not know what they are, but we do know that the government has said no board will suffer a net loss of revenue as a result of this policy. I am going to stand behind that commitment. I understand the concern of the public boards out there and that is a legitimate point of view."

Madam Chair, we share the same concerns with respect to this funding model which is planned for implementation in five weeks. We too wish to see the final numbers based upon the return of the final assessment rolls. It will be March of 1990 before the rolls are available to us. This

would be two or three months following the pending implementation of this legislation.

In the May, 1989 news release by the Minister, it was stated "These changes bring to a conclusion the last outstanding issue relative to the decision of this government to provide equality of opportunity for every child in this province, regardless of whether they are enrolled in the public or separate school system. It allows every child the opportunity to reach his or her full potential in an atmosphere of certainty and harmony."

Madam Chair, we feel vulnerable. If this Bill is enacted, we may have to reduce our current operations by \$400,000 each year over the next six years for a total of 2.4 million dollars, or your government will have to increase our grants accordingly. If either of these options is not feasible, we will have to levy this financial shortfall on the local ratepayer. It is imperative that we at least maintain a level of funding that recognizes our fiscal needs, many of which are implemented by Ministry mandate and special initiatives in addition to local initiatives. It is paramount to our Mission Statement that we maintain a secure and dependable funding base for the future to ensure properly planned programs and support services for our students.

There can be no erosion of our overall financial resources or negative impact on the viability of our educational system.

We, therefore, recommend that the third reading of Bill 64 be delayed until 1990 assessment rolls are received and 1990 estimates approved. This would then put us in a position to work with the Minister in a collaborative way to evaluate the information and to develop a model that would not negatively impact on the operation of any publicly funded board during a phase-in period or more importantly in the years that follow.

Our request for reconsideration at the provincial and local level is based upon the fundamental principles of equality, fairness, participation and accountability.

Madam Chair, on behalf of the Board of Education for the City of Hamilton, I would like to express my appreciation to you and your committee for providing us with this opportunity and to indicate that we would be pleased to answer any questions. Thank you.

Exhibit 1

**FINANCIAL MODEL RELATING TO THE
IMPACT STUDY ON COTERMINOUS SHARING**

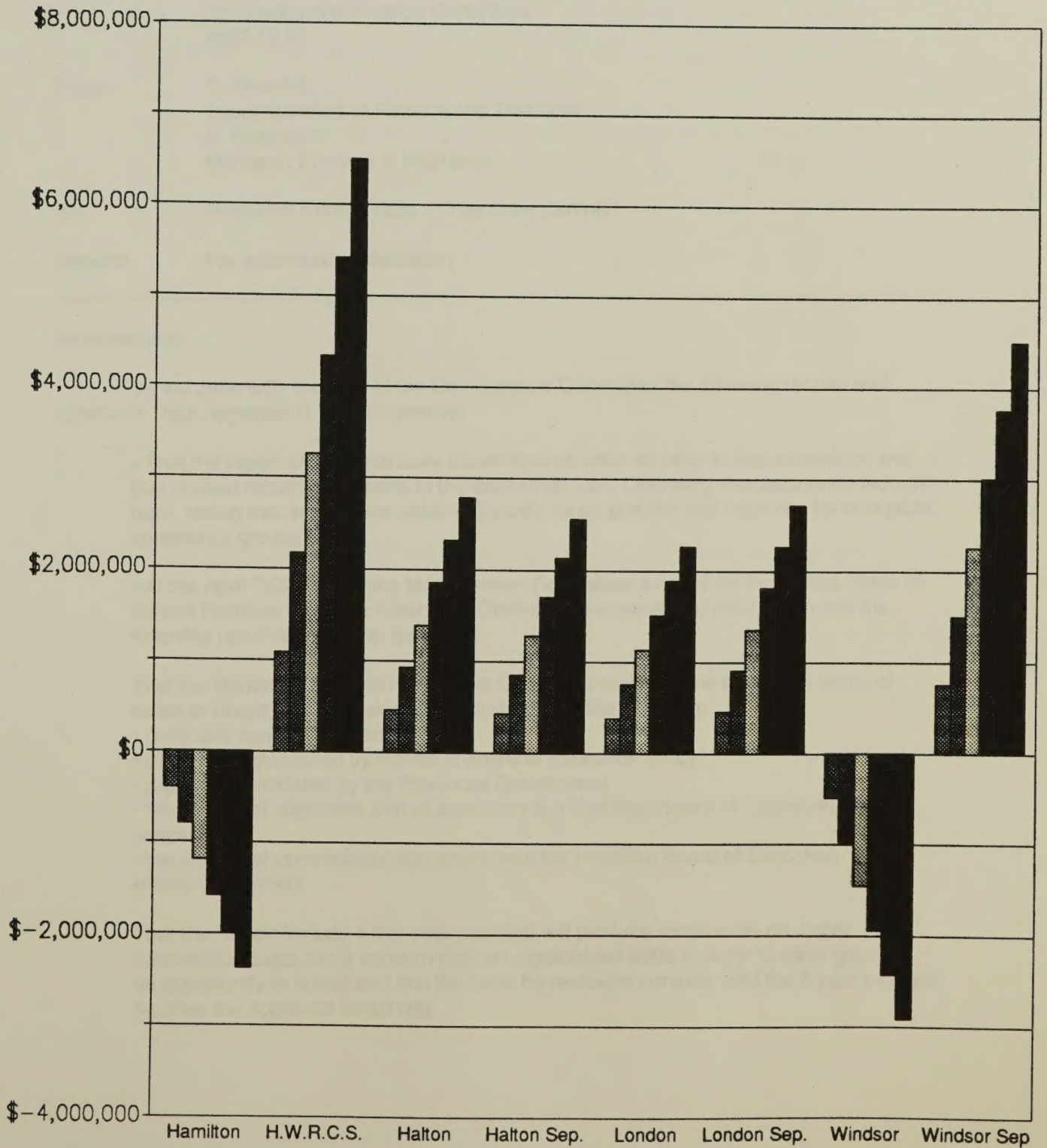
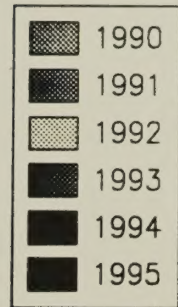
	<u>Total Annual Impact</u>	<u>Annual Impact 1990 - 1995</u>
Loss in tax revenue	(\$14,085,738)	(\$2,347,623)
A portion of the Hamilton Board of Education Property Assessment will shift to the Hamilton-Wentworth Roman Catholic Separate School Board, loss in tax revenue		
Increase in provincial grants due to decline in assessment base	7,992,222	1,332,037
Impact on Hamilton Board of Education - Decrease in revenue	(6,093,516)	(1,015,586)
Increase in operating grants (ensure public school system <u>on a province-wide basis</u> , will not suffer a loss: \$165 million grant)	3,718,195	619,699
(additional grants to boards that suffer a loss: \$15 - 39 million grant)	?	?
Net impact on Hamilton Board of Education - loss of revenue before additional grants	(\$ 2,375,321)	(\$ 395,887)
Impact on Average Household property tax bill before additional grants	\$8.00	\$1.00

Source Impact study on coterminous sharing dated May 18, 1989

Table.1 - Fully Phased-in Revenue Impact (including 165 Million Additional G.L.G.)

Table 2 - Single Year Revenue Impact (each of 6 years) (including \$165 million additional G.L.G.)

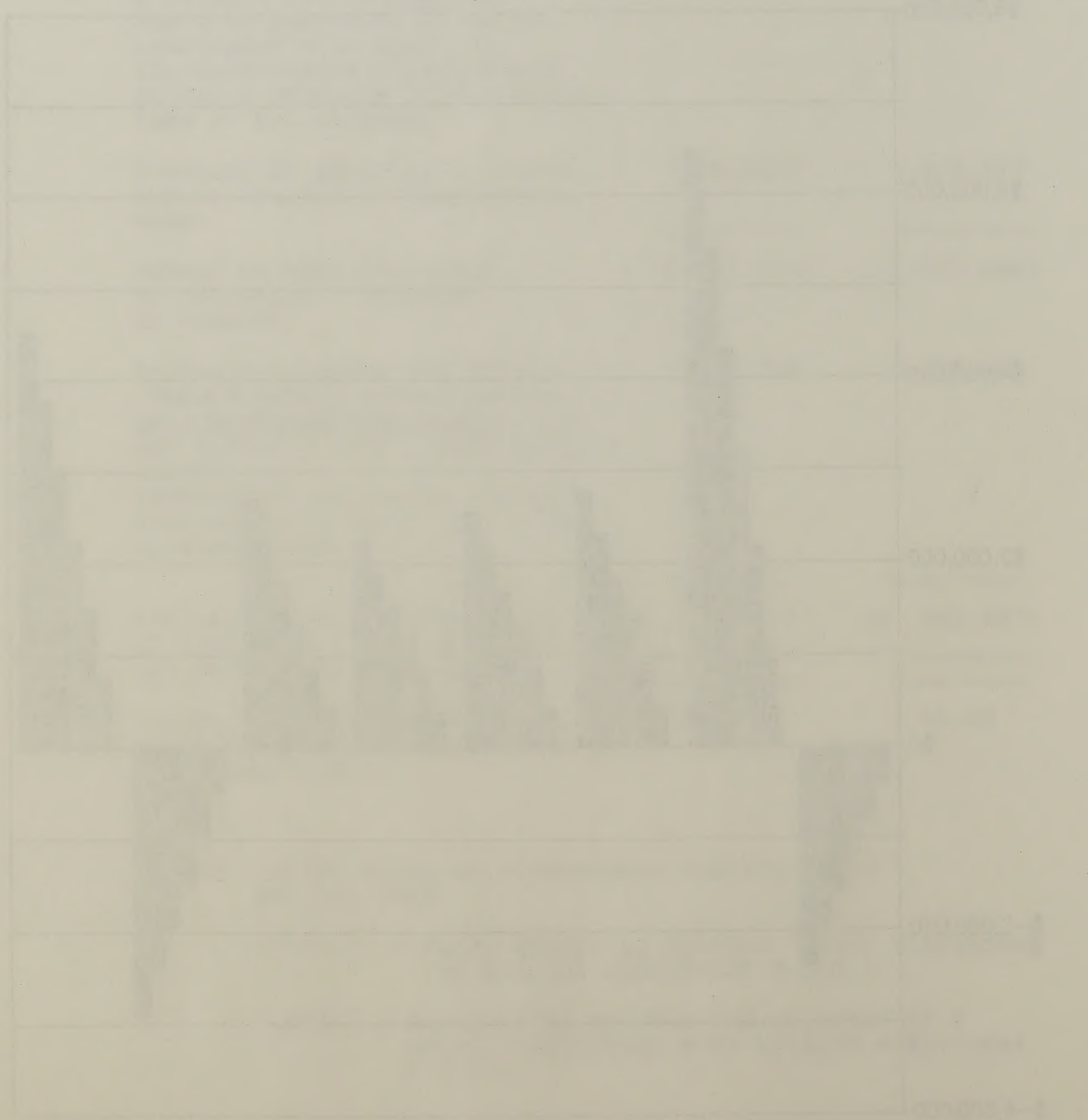
Cumulative Revenue impact over six years
including additional \$165 million G.L.G.



1991	1992	1993	1994	1995	1996
1997	1998	1999	2000	2001	2002
2003	2004	2005	2006	2007	2008
2009	2010	2011	2012	2013	2014
2015	2016	2017	2018	2019	2020

Annual Report 2020

Summary of key findings and achievements for the year 2020.



To: The Chairman and Members
Operations and Finance Committee
1993 12 07

From: P. Shewfelt
Superintendent of Finance and Treasurer
D. Kelterborn
Manager, Property & Insurance

Re: Proposed Rental Rates - Child Care Centres

Report: For Information/Decision

BACKGROUND:

At the June 6/91 meeting of the Development Committee the following motion was approved (See Appendix H for Background)

- That the report of the Child Care Committee be referred back to that committee and that revised recommendations to the draft Child Care Operating Procedures be brought back, taking into account the existing Board's rental policies and traditions for non-profit community groups

- At the April 7/92 Operations Management Committee a report on the Rental Rates of School Facilities including Child Care Centres was received for information and the following recommendations approved.

That the Report be referred back to the Officials to develop new policies in terms of rental of Board Property taking into consideration the following:

- profit and non-profit organizations
- programs established by Hamilton Board of Education policy
- programs mandated by the Provincial Government
- the degree of alignment with or extension of a Hamilton Board of Education program
- the degree of compatibility/agreement with the Hamilton Board of Education Mission Statement

That the Report include a five-year plan that will produce rental rates on a cost recoverable basis, to be implemented on a graduated scale in order to allow groups an opportunity to adjust and that the rates be reviewed annually until the 5 year program reaches the approved rental rate.

The Child Care Centres at Allenby, Delta and Caledon are not operated by the Umbrella Family and Child Care Centres of Hamilton.

At present the Board is only charging for the Child Care Centres at Allenby and Delta. The rental fee is \$14.00 per week for two classrooms. (Allenby - 33 weeks x \$14.00 = \$462.00 per year, Delta - 40 weeks x \$14.00 = \$560.00 per year). These rates have been in effect since 1981.

All other Child Care Centres have never been charged a rental fee.

The proposed rental rates are based on the following methodology to recover the fixed and variable costs attributed to the use of the school facilities:

- Fixed costs include heat, light, power, supplies and repairs on a square foot basis. (see Appendix E)
- Variable costs are for custodial services based on the following three options as determined through and in cooperation with the Plant Department using the methodology contained in the Workload Study.
 - *Option One* - Board responsible for all the day to day cleaning as well as the "summer cleaning" (see Appendix A, B, B1).
 - *Option Two* - Board responsible for monthly and summer cleaning (see Appendix A, C, C1).
 - *Option Three* - Board responsible for summer cleaning only (see Appendix A, D, D1).

From the Child Care Committee of 1991-05-21 it was recommended that an amount of \$57,000 be added to reflect the administration costs. 1993 administration cost \$21,960 (see Appendix F)

The questions asked by trustees from the Operations Management Committee meeting of 1992-04-07 are reported in Appendix G.

ISSUES:

To determine the basis of rental rates to Child Care Centres occupying space in our schools.

RECOMMENDATIONS:

- i) That each Child Care Centre select one of the three options to reflect the level of service/rental rate effective September 1st, 1994.
- ii) That the rental rates be phased in over a five year period and be reviewed and adjusted annually.
- iii) Child Care Centres participating in curriculum link-ups (ie. Family Studies) to pay up to 50% of costs - to be determined by the Child Care Committee.

RATIONALE:

- i) Child Care Centres can select one of three options to reflect level of service and cost of cleaning their facilities.
- ii) Options will be reviewed and adjusted annually which will allow each Child Care Centre to select a different option if they so desire.
- iii) Cleaning schedules under the three options are clearly laid out so there should be no confusion as to what is done by the Board's custodial staff and the Child Care Staff.

APPENDICES:

- A -** Child Care Centres Typical Cleaning Specifications
- B, B1 -** Option One - Financial Analysis
- C, C1 -** Option Two - Financial Analysis
- D, D1 -** Option Three - Financial Analysis
- E -** Fixed Costs Elementary and Secondary
- F -** Administration Costs
- G -** Questions and Answers From OMC Meeting of 1992-04-07
- H -** Background Chronology of Board Motions Re Costs To
Child Care Centres

**DAYCARE CENTRES
TYPICAL CLEANING SPECIFICATION**

	Option One	Option Two	Option Three
FREQUENCY: DAILY - (Routine Cleaning)			
Empty all waste baskets and remove trash to designated area	X		
Dust and spot clean all furniture, fixtures, equipment and accessories	X		
Clean and sanitize all sinks and wipe dry	X		
Dust mop all hard surface floors	X		
Fully vacuum all carpets	X		
Washrooms - spot clean general. Clean toilet bowls and seats, sinks and damp mop floors	X		
Mop all stains and spills on floors	X		
FREQUENCY: 3 TIMES PER WEEK - (Routine Cleaning)			
Dust all ledges and window sills	X		
Spot clean all walls, light switches and doors	X		
Dust all low reach areas	X		
FREQUENCY: WEEKLY - (Routine cleaning)			
Clean chalk boards with duster and clean out chalk tray	X		
Using approved spotter, spot clean all carpeted areas	X		
Damp mop all hard surface floors with germicide solution	X		
FREQUENCY: MONTHLY - (Periodic cleaning)			
Spray buff all hard surface floors	X	X	
Wash all trash containers	X	X	
Dust all high reach areas	X	X	
FREQUENCY: TWICE PER YEAR - (Project cleaning)			
Machine scrub hard surface floor, apply one coat wax, then buff	X	X	X
Apply one coat of wax	X	X	X
FREQUENCY: YEARLY - (Project cleaning)			
Strip hard surface floor and apply 3 coats of wax	X	X	X
Hand wash all walls	X	X	X
Clean all ceiling diffusers	X	X	X
Thoroughly clean all furniture	X	X	X
Hot water extraction cleaning of all carpets	X	X	X
Wash interior plate glass and wipe all frames	X	X	X
Clean all light fixtures	X	X	X
MECHANICAL AND GROUND MAINTENANCE	X	X	X

Appendix A

MECHANICAL AND GROUND MAINTENANCE

Time has been included in each option to cover the annual cost of mechanical maintenance and grounds maintenance. This includes the repair of non-mechanical items and physical plant requirements including light bulb replacement as well as cutting and trimming of grass and snow removal. Mechanical maintenance was calculated as a percentage of the time estimated by Daniels Associates based on the area of the Day Care Centre. Grounds maintenance time was estimated at one hour per week to cover the looking after of the playgrounds. In elementary schools where the playgrounds are shared with the school's JK and SK classes, the time was reduced by half.

All labour estimates were derived from the Daniels Associates Workload Study and an average hourly wage rate of \$17.20 per hour including benefits was used to calculate the costs.

DAY CARE CENTRE CLEANING COST SUMMARY

OPTION ONE

ALL ROUTINE, PERIODIC, AND PROJECT CLEANING

(APPENDIX A)

CENTRE	ROUTINE HRS/YR	PERIODIC HRS/YR	PROJECT HRS/YR	MECH. HRS/YR	GROUNDS HRS/YR	TOTAL HRS/YR	\$/YR ***	AREA	\$/FT
SCOTT PARK	228.36	10.82	38.16	12.80	52.00	342.14	5884.81	2520	2.34
CHURCHILL	181.70	8.82	34.80	9.00	52.00	286.32	4924.70	2024	2.43
GORDON PRICE	263.19	4.93	32.28	31.60	26.00	358.00	6157.60	2174	2.83
CALEDON *	300.55	17.57	72.29	43.70	52.00	486.11	8361.09	4688	1.78
LAURIER	335.19	5.80	38.17	15.50	26.00	420.66	7235.35	2485	2.91
LINCOLN ALEXANDER	294.75	5.13	31.69	29.00	26.00	386.57	6649.00	2269	2.93
HELEN DETWILER	341.02	7.05	38.51	30.20	26.00	442.78	7615.82	2850	2.67
HILL PARK	138.67	7.43	34.78	8.90	52.00	241.78	4158.62	1560	2.67
DELTA *	99.54	6.19	26.85	5.90	52.00	190.48	3276.26	1566	2.09
ALLENBY **	86.54	1.11	26.36	23.90	26.00	163.91	2819.25	1703	1.66

* OPERATES 40 WEEKS PER YEAR

** OPERATES 33 WEEKS PER YEAR

*** AVERAGE HOURLY WAGE RATE INCLUDING BENEFITS:

17.20 X TOTAL HRS/YR

OPTION ONE

INCLUDES ALL ROUTINE, PERIODIC AND PROJECT CLEANING COSTS.
INCLUDES MECHANICAL MAINTENANCE AND GROUNDS MAINTENANCE COSTS.

CHILD CARE COSTS BY SCHOOL LOCATION**Appendix B 1**

# weeks in use by child care	SCHOOL	SQUARE FEET	FIXED (1) PER SQ FT	CUSTODIAL (2) PER SQ FT	TOTAL PER SQ FT	SUBTOTAL COST	ADMIN COSTS	TOTAL ANNUAL COST
52	HILL PARK	1,560	\$1.94	\$2.67	\$4.61	\$7,192	\$3,137	\$10,329
52	SCOTT PARK	2,520	\$1.94	\$2.34	\$4.28	\$10,786	\$3,137	\$13,923
52	SIR WINSTON CHURCHILL	2,024	\$1.94	\$2.43	\$4.37	\$8,845	\$3,137	\$11,982
40	X CALEDON	4,688	\$1.94	\$1.78	\$3.72	\$17,439		\$17,439
40	X DELTA	1,566	\$1.94	\$2.09	\$4.03	\$6,311		\$6,311
33	X ALLENBY	1,703	\$1.64	\$1.66	\$3.30	\$5,620		\$5,620
52	LINCOLN ALEXANDER	2,269	\$1.64	\$2.93	\$4.57	\$10,369	\$3,137	\$13,506
52	WILFRID LAURIER	2,485	\$1.64	\$2.91	\$4.55	\$11,307	\$3,137	\$14,444
52	HELEN DETWILER	2,850	\$1.64	\$2.67	\$4.31	\$12,283	\$3,137	\$15,420
52	GORDON PRICE	2,174	\$1.64	\$2.83	\$4.47	\$9,718	\$3,137	\$12,855
		25,204		average	\$4.22	\$99,870	\$21,960	\$121,830

(1) Fixed costs - refer to Appendix "E"

(2) Variable costs are outlined on Appendix "B"

X Not operated by the Umbrella Family and Child Care Centres of Hamilton

93-11-05

DAY CARE CENTRE CLEANING COST SUMMARY

OPTION TWO
PERIODIC AND PROJECT CLEANING ONLY

(APPENDIX A)

CENTRE	PERIODIC HRS/YR	PROJECT HRS/YR	MECH. HRS/YR	GROUNDS HRS/YR	TOTAL HRS/YR	\$/YR ***	AREA	\$/FT
SCOTT PARK	10.82	38.16	12.80	52.00	113.78	1957.02	2520	0.78
CHURCHILL	8.82	34.80	9.00	52.00	104.62	1799.46	2024	0.89
GORDON PRICE	4.93	32.28	31.60	26.00	94.81	1630.73	2174	0.75
CALEDON *	17.57	72.29	43.70	52.00	185.56	3191.63	4688	0.68
LAURIER	5.80	38.17	15.50	15.50	74.97	1289.48	2485	0.52
LINCOLN ALEXANDER	5.13	31.69	29.00	26.00	91.82	1579.30	2269	0.70
HELEN DETWILER	7.05	38.51	30.20	26.00	101.76	1750.27	2850	0.61
HILL PARK	7.43	34.78	8.90	52.00	103.11	1773.49	1560	1.14
DELTA *	6.19	26.85	5.90	52.00	90.94	1564.17	1566	1.00
ALLENBY **	1.11	26.36	23.90	26.00	77.37	1330.76	1703	0.78

* OPERATES 40 WEEKS PER YEAR

** OPERATES 33 WEEKS PER YEAR

*** AVERAGE HOURLY WAGE RATE INCLUDING BENEFITS:

17.20 X TOTAL HRS/YR

OPTION TWO

INCLUDES PERIODIC AND PROJECT CLEANING COSTS.
INCLUDES MECHANICAL MAINTENANCE AND GROUNDS MAINTENANCE COSTS.

CHILD CARE COSTS BY SCHOOL LOCATION**Appendix C 1**

# weeks in use by child care	SCHOOL	SQUARE FEET	FIXED (1) PER SQ FT	CUSTODIAL (2) PER SQ FT	TOTAL PER SQ FT	SUBTOTAL COST	ADMIN COSTS	TOTAL ANNUAL COST
52	HILL PARK	1,560	\$1.94	\$1.14	\$3.08	\$4,805	\$3,137	\$7,942
52	SCOTT PARK	2,520	\$1.94	\$0.78	\$2.72	\$6,854	\$3,137	\$9,991
52	SIR WINSTON CHURCHILL	2,024	\$1.94	\$0.89	\$2.83	\$5,728	\$3,137	\$8,865
40	X CALEDON	4,688	\$1.94	\$0.68	\$2.62	\$12,283		\$12,283
40	X DELTA	1,566	\$1.94	\$1.00	\$2.94	\$4,604		\$4,604
33	X ALLENBY	1,703	\$1.64	\$0.78	\$2.42	\$4,121		\$4,121
52	LINCOLN ALEXANDER	2,269	\$1.64	\$0.70	\$2.34	\$5,309	\$3,137	\$8,446
52	WILFRID LAURIER	2,485	\$1.64	\$0.52	\$2.16	\$5,368	\$3,137	\$8,505
52	HELEN DETWILER	2,850	\$1.64	\$0.61	\$2.25	\$6,412	\$3,137	\$9,549
52	GORDON PRICE	2,174	\$1.64	\$0.75	\$2.39	\$5,196	\$3,137	\$8,333
		25,204		average	\$2.58	\$60,680	\$21,960	\$82,640

(1) Fixed costs - refer to Appendix "E"

(2) Variable costs are outlined on Appendix "C"

X Not operated by the Umbrella Family and Child Care Centres of Hamilton

93-11-05

DAY CARE CENTRE CLEANING COST SUMMARY

OPTION THREE
PROJECT CLEANING ONLY

(APPENDIX A)

CENTRE	PROJECT HRS/YR	MECH. HRS/YR	GROUNDS HRS/YR	TOTAL HRS/YR	\$/YR ***	AREA	\$/FT
SCOTT PARK	38.16	12.80	52.00	102.96	1770.91	2520	0.70
CHURCHILL	34.80	9.00	52.00	95.80	1647.76	2024	0.81
GORDON PRICE	32.28	31.60	26.00	89.88	1545.94	2174	0.71
CALEDON	72.29	43.70	52.00	167.99	2889.43	4688	0.62
LAURIER	38.17	15.50	26.00	79.67	1370.32	2485	0.55
LINCOLN ALEXANDER	31.69	29.00	26.00	86.69	1491.07	2269	0.66
HELEN DETWILER	38.51	30.20	26.00	94.71	1629.01	2850	0.57
HILL PARK	34.78	8.90	52.00	95.68	1645.70	1560	1.05
DELTA	26.85	5.90	52.00	84.75	1457.70	1566	0.93
ALLENBY	26.36	23.90	26.00	76.26	1311.67	1703	0.77

*** AVERAGE HOURLY WAGE RATE INCLUDING BENEFITS: 17.20 X TOTAL HRS/YR

OPTION THREE

INCLUDES PROJECT CLEANING COSTS.
INCLUDES MECHANICAL MAINTENANCE AND GROUNDS MAINTENANCE COSTS.

CHILD CARE COSTS BY SCHOOL LOCATION**Appendix D 1**

# weeks in use by child care	SCHOOL	SQUARE FEET	FIXED (1) PER SQ FT	CUSTODIAL (2) PER SQ FT	TOTAL PER SQ FT	SUBTOTAL COST	ADMIN COSTS	TOTAL ANNUAL COST
52	HILL PARK	1,560	\$1.94	\$1.05	\$2.99	\$4,664	\$3,137	\$7,801
52	SCOTT PARK	2,520	\$1.94	\$0.70	\$2.64	\$6,653	\$3,137	\$9,790
52	SIR WINSTON CHURCHILL	2,024	\$1.94	\$0.81	\$2.75	\$5,566	\$3,137	\$8,703
40	X CALEDON	4,688	\$1.94	\$0.62	\$2.56	\$12,001		\$12,001
40	X DELTA	1,566	\$1.94	\$0.93	\$2.87	\$4,494		\$4,494
33	X ALLENBY	1,703	\$1.64	\$0.77	\$2.41	\$4,104		\$4,104
52	LINCOLN ALEXANDER	2,269	\$1.64	\$0.66	\$2.30	\$5,219	\$3,137	\$8,356
52	WILFRID LAURIER	2,485	\$1.64	\$0.55	\$2.19	\$5,442	\$3,137	\$8,579
52	HELEN DETWILER	2,850	\$1.64	\$0.57	\$2.21	\$6,298	\$3,137	\$9,435
52	GORDON PRICE	2,174	\$1.64	\$0.71	\$2.35	\$5,109	\$3,137	\$8,246
		25,204		average	\$2.53	\$59,550	\$21,960	\$81,510

(1) Fixed costs - refer to Appendix "E"

(2) Variable costs are outlined on Appendix "D"

X Not operated by the Umbrella Family and Child Care Centres of Hamilton

93-11-05

APPENDIX E
ELEMENTARYCOST PER SQUARE FOOT
BASED ON 1993 BUDGET ESTIMATES
-----TOTAL
ELEMENTARY
& T.R.
-----All
One Caretaker
SCHOOLS
-----All
Two Caretaker
SCHOOLS

ENERGY:

HYDRO	1,390,440	958,209	432,231
FUEL OIL	3,000	2,067	933
NATURAL GAS	1,048,428	722,514	325,914

SUBTOTAL ENERGY

2,441,868	1,682,790	759,078
-----------	-----------	---------

OTHER:

WATER AND SEWAGE	265,725	183,122	82,603
LANDSCAPING/GROUNDS	107,000	73,738	33,262
GARBAGE COLLECTION	192,350	132,556	59,794
PEST CONTROL	7,000	4,824	2,176
SNOW REMOVAL	48,650	33,527	15,123
WINDOW CLEANING	16,400	11,302	5,098
REPAIRS - FURN & EQUIP	8,650	5,961	2,689
CARETAKING SUPPLIES	263,693	181,722	81,971
TEMP ASSISTANCE-INV	18,661	12,860	5,801

SUBTOTAL OTHER

928,129	639,611	288,518
---------	---------	---------

REPAIRS BLDGS/GROUNDS:

1,905,600	1,313,226	592,374
-----------	-----------	---------

SALARIES AND BENEFITS:

SUPERV/TECH/SPECIALIZED	9,129,233		
TEMP ASSISTANCE	18,000		
EMPL BENEFITS (13.59%)	1,243,109		

10,390,342		
------------	--	--

TOTAL

15,665,939	3,635,628	1,639,969
------------	-----------	-----------

0 % OVERHEAD (ADMIN, INSURANCE, ETC)

0	0	0
	0	0

G R A N D T O T A L

15,665,939	3,635,628	1,639,969
------------	-----------	-----------

TOTAL SQUARE FEET

3,222,724	2,220,910	1,001,814
-----------	-----------	-----------

COST PER SQ FOOT (INCL SALARIES)

\$4.861		
---------	--	--

COST PER SQ FOOT (NOT INCL SALARIES)

\$1.637	\$1.637	
---------	---------	--

APPENDIX E
SECONDARY

COST PER SQUARE FOOT BASED ON 1993 BUDGET ESTIMATES -----	TOTAL SECONDARY & VOCATIONAL -----	TOTAL SECONDARY & VOCATIONAL -----
ENERGY:		
HYDRO	1,702,064	1,702,064
FUEL OIL	1,500	1,500
NATURAL GAS	785,923	785,923
	-----	-----
SUBTOTAL ENERGY	2,489,487	2,489,487
	=====	=====
OTHER:		
WATER AND SEWAGE	145,800	145,800
LANDSCAPING/GROUNDS	43,000	43,000
GARBAGE COLLECTION	162,040	162,040
PEST CONTROL	8,700	8,700
SNOW REMOVAL	19,460	19,460
WINDOW CLEANING	5,250	5,250
REPAIRS - FURN & EQUIP	9,900	9,900
CARETAKING SUPPLIES	216,299	216,299
TEMP ASSISTANCE - INV	8,844	8,844
	-----	-----
SUBTOTAL OTHER	619,293	619,293
	=====	=====
REPAIRS BLDGS/GROUNDS:	1,718,900	1,718,900
	=====	=====
SALARIES AND BENEFITS:		
SUPERV/TECH/SPECIALIZED	5,575,100	
TEMP ASSISTANCE	18,000	
EMPL BENEFITS (13.59%)	760,102	

SUBTOTAL SALARIES & BENEFITS	6,353,202	
	=====	=====
TOTAL	11,180,882	4,827,680
0 % OVERHEAD (ADMIN, INSURANCE, ETC)	0	0
	-----	-----
GRAND TOTAL	11,180,882	4,827,680
	=====	=====
TOTAL SQUARE FEET	2,484,827	2,484,827
	-----	-----
COST PER SQ FOOT (INCL SALARIES)	\$4.500	
	=====	
COST PER SQ FOOT (NOT INCL SALARIES)		\$1.943
		=====

Program Department & School Time Allocated to Child Care

ROLE	HOURS (ONGOING)	NUMBER INVOLVED	RATE PER HOUR	ESTIMATED ANNUAL COST
ELEMENTARY PRINCIPALS	2 hours per month for Advisory Committee (after school)	4	N/A	N/A
ELEMENTARY SECRETARY	Services in kind			N/A
SECONDARY PRINCIPAL OR DESIGNATE	2 hours per month for Advisory Committee (after school)	3		N/A
ADMINISTRATIVE ASSISTANT	(only 2 now involved in volunteer capacity - Financial Manager does this work)			N/A
CHILD CARE PROGRAM LEADER	35 hours / week		MCSS .5	\$20,000
FAMILY STUDIES COORDINATOR	2 hours per month or less	1	42.00	\$980.00
EARLY YEARS	2 hours per month	1	42.00	\$980.00
CO-OP EDUCATION CONSULTANT	N/A	N/A	N/A	N/A
LUNCHROOM PROGRAM LEADER	N/A	N/A	N/A	N/A
TOTAL				\$21,960

Programs Administered at School Sites Allocated to Child Care

Program Name		Fiscal Year		Number of Children		Total Hours	
Head Start	Pre-K	2000	2001	100	100	1000	1000
	3-5	2000	2001	50	50	500	500
Early Childhood Education	Pre-K	2000	2001	200	200	2000	2000
	3-5	2000	2001	100	100	1000	1000
Child Development	Pre-K	2000	2001	150	150	1500	1500
	3-5	2000	2001	75	75	750	750
Family Support	Pre-K	2000	2001	50	50	500	500
	3-5	2000	2001	25	25	250	250
After School	Pre-K	2000	2001	100	100	1000	1000
	3-5	2000	2001	50	50	500	500
Summer	Pre-K	2000	2001	100	100	1000	1000
	3-5	2000	2001	50	50	500	500
Total		2000	2001	725	725	7250	7250

Questions and Answers - from Operations Management Committee Meeting of 1992-04-07

- 1 a/ **First Base Program** - (YMCA and YWCA) was not addressed in the report 1992-04-07 and since the programs run from approximately 7 a.m. - 9 a.m. and 4 p.m. - 6 p.m. for school ages students using mainly the gyms of schools with some shared classroom space which are cleaned only during the normal cleaning schedule. Under these present circumstances no rental fee is recommended. The usage of our facilities by the First Base Program will be reviewed annually to determine any costs to be recovered by the Board.
- 1b/ **Hess Street School** - housed a dental clinic operated by Social Services which is no longer in operation.
- 1c/ **Community Policing** - using space in schools as an office available 24 hours per day. Schools: Stinson, Scott Park, Sir Winston Churchill. Meetings are taking place regarding the terms and conditions of a contract between the Board and the Police.
- 1d/ **Rygiel Home** - Located in Fairview school - use two rooms and presently are charged \$14.00 per week per classroom x 51 weeks = \$1,428.00 per year. The rental rates will be adjusted to reflect their share of the cost of operating Fairview School.
- 1e/ **Section 27 - Ministry of Education**
- Woodview Children's Centre - Westdale** - 1 classroom \$14.00 per week per classroom x 40 weeks = \$560.00
- Costing methodology = Option One - \$2,244
 - Option Two - \$1,664
 - Option Three - \$1,579
- Woodview Children's Centre - Delta** - 2 classrooms \$14.00 per week per classroom x 40 weeks = \$1120.00
- Costing methodology = Option One - \$7,583
 - Option Two - \$5,169
 - Option Three - \$4,956
- Lynwood Hall - Queen Mary** - 1 classroom \$14.00 per week per classroom x 40 weeks = \$560.00
- Costing methodology = Option One - \$2,592
 - Option Two - \$1,866
 - Option Three - \$1,624
- 1f/ **Child Care Centres** - Non-profit organizations not taxable.
- 1g/ **Market - Commerical** - Cost per square foot ranges \$4.50 per square foot to \$6.50 per square foot plus utilities and custodial services.

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BACKGROUND AND CHRONOLOGY OF BOARD MOTIONS RE: CLEANING AND CARETAKING COST TO CHILD CARE CENTRES

- Oct. 1987 Umbrella Corporation formed
- Nov. 1988 Policy approved as framework
- Jan. 1989 Child Care Program Leader hired
- Spring 1989 Task Force struck to write policy details and expand framework
- January - Senior Management Child Care Steering Committee further refines
April 1990 draft Policy
 Senior Management gives approval except for rental, cleaning and
 caretaking costs
- Dec. 6, 1990 Status Report on child care presented to Development Committee by
 Gail Rappolt

Moved by Mrs. Baskin: That the following recommendations re: child care be approved:

- a) that the Status Report - Child Care be received for information,
- b) that the draft Child Care Policy for the Hamilton Board of Education be presented to Development Committee for information and response in Feb. 1991.

Carried.

March 1991 Development Committee

April 1991 Full Board

Approved:

That the following recommendations from the Report re: child care be approved:

- a) that the Child Care Policy for the Hamilton Board of Education be reviewed every three years by an ad hoc committee.
- b) that the Child Care ad hoc committee determine the "level of service" to be provided by the Hamilton Board of Education as a part of the 1991 review.
- c) that the Child Care ad hoc committee report its recommendations in June 1991 for implementation in Sept. 1991.
- d) That until the Child Care operating manual is approved:
 - i) no additional space in Hamilton Board of Education buildings be allocated to child care beyond centres currently in plans and centres in the planning

stage as of Feb. 1991.

- ii) child care facilities constructed by the Ministry of Education, and attached to newly constructed schools, be operated by the Umbrella Family and Child Centres of Hamilton.
- e) that the draft Child Care Operating Procedures be used as a reference document by the Child Care ad hoc committee.
- f) that the rental fees for child care centres in Hamilton Board of Education buildings be approved by the Director's Office until the level of service is established and the operating procedures are approved.

Apr. 30/91 Trustee Child Care committee - first meeting

Information and discussion

CSTA report reviewed to assist in determination of Level of Service

Doug Kelterborn is asked to prepare information on cleaning and caretaking costs

No decisions

May 14/91 Trustee Child Care Committee

Staff presentations, including Paul Shewfelt's breakdown on square footage costs

No decisions

May 21/91 Trustee Child Care Committee

Discussion of "Level of Service"

Gail Rappolt presents chart requested by Geoff Korz at last meeting, outlining estimated % of time and salaries of Board staff involved in Child Care

Moved by Mrs. Deans: That the Hamilton Board continue it's present child care system with Levels 3 & 4 of Service.

Lost.

Moved by Miss Cunningham: That the Hamilton Board of Education continue its present Child Care Policy with the addition of the following clauses from the draft Child Care Operating Procedures:

- a) 4.4 The Board of Education will provide centres operated by the Umbrella Board with payroll services, operating credit for salaries and purchasing services, with payment due on receipt of monthly statement (cost involved \$7,000).

Lost.

- b) 4.9 Cleaning and caretaking services will provided to centres operated in the Hamilton Board of Education's buildings according to a contractual agreement. It will be reviewed annually by the Child Care Program

Leader, the Area Supervisory Foreman, the Manager of Caretaking Services and the Principal involved and approved by the Board. This will ensure that all parties concerned are aware of the actual needs of the centres. (Cost involved \$103,000)*

Carried.

- c) 4.1 Hamilton Board of Education staff will provide support to centres operated by the Umbrella Board consistent with their responsibilities under the Hamilton Board of Education policy, as outlined in the Role of the School Principal in the Support of Child Care (Appendix vii) and the Role of Other Board Personnel in the Support of Child Care (Appendix viii). (Cost involved \$57,000)*

Carried.

- * Costs recovered

Geoff Korz, as chair, agreed to put forth a motion to accept the report at the June Development Committee, even though he was unsupportive of it.

June 6/91 Development Committee - report not accepted, felt it was "flawed"

Moved by Sandy Hill: "That the report of the Child Care Committee be referred back to that committee and that revised recommendations to the draft Child Care Operating Procedures be brought back, taking into account the existing Board's rental policies and traditions for non-profit community groups."

Carried.

July 10/91 Trustee Child Care Committee -
More discussion on relationships between rental charges and draft policy
Marg Cunningham states nothing more can be done until rental policy of Hamilton Board of Education is reviewed. She agrees to speak with Paul Shewfelt to discuss how discussions must proceed.

Sept. 9/91 Development Committee
Report of Child Care Committee presented
Marg Cunningham raises her concerns re: rental costs being "tied up" with draft policy
Child Care Committee is directed to get back to work on the Operating Procedures
Finance asked to conduct a system-wide rental review

Nov. 1991 Elections - Committee disbanded

APPENDIX H

Dec. 1991 New Committee Struck for 1992
No meetings held

Apr. 1992 Operations Management Committee
Finance presents recommendations on rental policy

Report on the Rental Rates of School Facilities was received for information and the following recommendations approved.

- a) That the Report be referred back to the Officials to develop new policies in terms of rental of Board Property taking into consideration the following:
 - . profit and non-profit organizations
 - . programs established by Hamilton Board of Education policy
 - . programs mandated by the Provincial Government
 - . the degree of alignment with or extension of a Hamilton Board of Education program
 - . the degree of compatibility/agreement with the Hamilton Board of Education Mission Statement
- b) That the Report include a five-year plan that will produce rental rates on a cost recoverable basis, to be implemented on a graduated scale in order to allow groups an opportunity to adjust and that the rates be reviewed annually until the 5 year program reaches the approved rental rate.

Dec. 1992 New Committee Struck for 1993
No meetings held

May 1993 Operations Management Committee

That the following motion be referred to the Child Care Committee:

- a) That the following recommendation, adopted by the Board, 1991 03 21, be withdrawn:
"That until the Child Care operating manual is approved, no additional space in Hamilton Board of Education buildings be allocated to child care beyond centres currently in place and centres in the planning stage as of February, 1991.

CARRIED.

To: The Chairman and Members of
The Operations and Finance Committee
1993 12 07

From: Paul Shewfelt
Superintendent of Finance and Treasurer

Prepared By: Doug Kelterborn
Manager of Property and Insurance

Re: Rental Rates of School Facilities

Report: For Information/Decision

BACKGROUND:

At the April 1992 meeting of the Operations Management Committee and the Board the Report on the Rental Rates of School Facilities was received for information and the following recommendations approved:

That the Report be referred back to the Officials to develop new policies in terms of rental of Board Property taking into consideration the following:

- profit and non-profit organizations
- programs established by Hamilton Board of Education policy
- programs mandated by the Provincial Government
- the degree of alignment with or extension of a Hamilton Board of Education program
- the degree of compatibility/agreement with the Hamilton Board of Education Mission Statement

That the Report include a five-year plan that will produce rental rates on a cost recoverable basis, to be implemented on a graduated scale in order to allow groups an opportunity to adjust and that the rates be reviewed annually until the 5 year program reaches the approved rental rate.

The current policy: use of School Accommodation By the Community was approved by the Board in July 1972. Specific rental rates were not set out in the policy. Rate adjustments have been made in 1976 (Monday to Friday, Saturday, Sunday and Holidays) and in 1988 (Saturdays, Sundays and Holidays).

"It is the policy of the Board of Education for the City of Hamilton to make school buildings available to community organizations to the fullest extent possible within the established regulations made with due regard for the preservation of the educational programme of the school and the protection and maintenance of the property.

Various rental rates shall be charged to ensure adequate reimbursement of the cost of the use of the buildings." policy: July 1972

Our school facilities are rented to

- a) Recreation Department - City of Hamilton - who then make the facilities available to a number of organizations - over 3,200 rentals in 1993.
- b) Community Groups rent directly through the Board - 360 contracts issued in 1993.

ISSUE:

To determine the basis of rental rates for the use of school facilities.

RECOMMENDATIONS:

- i) That the basis of rental rates for the Recreation Department and Community Groups be approved.
- ii) That the proposed rental rates be received for information pending the outcome of the Workload Study.

RATIONALE:

- i) Rental rates have been calculated to recover the cost of the use of the school facilities as per appendices A, B, and C.
- ii) These rates will be implemented on a graduated scale over a five year period in order to allow renters an opportunity to adjust to the new rates.
- iii) These rental rates have been determined without consideration for the Workload Study which may have an impact on these rental rates.
- iv) There is a need to discuss these rates with the City of Hamilton prior to implementation.

Methodology To Determine Rental Rates

The proposed rental rates are based on the following methodology to recover the costs attributed to the use of the school facilities.

The rental rates have been determined in two parts: fixed and variable costs.

Fixed costs include heat, light, power, supplies and repairs on a square foot basis (converted to an hourly rate for City and Community Groups).

Variable costs are for caretaking, based on the time of day, or day of week for the rental which determines the hourly rate (ie. regular time, time and a half or double time).

The combination of the fixed and variable costs determines the total rental charge for each of the rentals.

For 1993, the elementary and secondary fixed costs are \$1.64 and \$2.01 per square foot respectively (Appendix D). To this amount, the variable costs for caretakers is added.

The fixed and variable costs have been converted into an hourly amount as rates are quoted in dollars per hour and in dollars per four hour periods to the renter.

Note: No administration or overhead costs have been included.

Appendix E outlines the Community Groups (other than groups renting through the Recreation Dept.) broken down into the type of organization and whether they are profit or non-profit. As can be seen from the list, the non-profit organizations far out weigh the profit making organizations.

The questions asked by trustees from the Operations Management Committee meeting of 1992-04-07 are reported in Appendix F.

APPENDICES:

- A** Summary of Rental Rates - One Caretaker Elementary Schools
- B** Summary of Rental Rates - Two Caretaker Elementary Schools
- C** Summary of Rental Rates - Two Caretaker Secondary Schools
- D** Fixed Costs Elementary and Secondary
- E** Community Group Contracts Issued By Board
- F** Questions and Answers From Operations Management Committee
of 1992-04-07

Date	Description	Amount
1900	Jan 1 Balance	100.00
1901	Jan 1 Balance	100.00
1902	Jan 1 Balance	100.00
1903	Jan 1 Balance	100.00
1904	Jan 1 Balance	100.00
1905	Jan 1 Balance	100.00

The following is a list of the names of the persons who have been elected to the office of Mayor of the City of New York, from 1784 to 1897, in the order in which they were elected:

1784 - John Jay
 1789 - John Jay
 1794 - John Jay
 1799 - John Jay
 1804 - John Jay
 1809 - John Jay
 1814 - John Jay
 1819 - John Jay
 1824 - John Jay
 1829 - John Jay
 1834 - John Jay
 1839 - John Jay
 1844 - John Jay
 1849 - John Jay
 1854 - John Jay
 1859 - John Jay
 1864 - John Jay
 1869 - John Jay
 1874 - John Jay
 1879 - John Jay
 1884 - John Jay
 1889 - John Jay
 1894 - John Jay
 1897 - John Jay

Appendix A

SUMMARY OF RENTAL RATES - ONE CARETAKER ELEMENTARY SCHOOLS

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	RECREATION DEPARTMENT (CITY)			BOARD OF EDUCATION		
	NON RECREATION CENTRE SCHOOLS		ALL RECREATION CENTRE SCHOOLS	COMMUNITY GROUPS		
	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (3)	PROPOSED Rate (3)	PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium - Evenings - Monday to Friday Saturdays Sundays and Holidays	\$ 25.00 \$107.00 \$143.00	\$123.00 \$123.00 \$159.00	N/A	N/A	\$ 60.00 \$107.00 \$143.00	\$123.00 \$123.00 \$159.00
Single Gym - Evenings - Monday to Friday Saturdays Sundays and Holidays	\$ 32.00 \$107.00 \$143.00	\$114.00 \$114.00 \$150.00	N/A	N/A	\$ 55.00 \$107.00 \$143.00	\$114.00 \$114.00 \$150.00
Double Gym - Evenings - Monday to Friday Saturdays Sundays and Holidays	\$ 37.00 \$107.00 \$143.00	\$121.00 \$121.00 \$157.00	N/A	N/A	\$ 55.00 \$107.00 \$143.00	\$121.00 \$121.00 \$157.00
Classrooms - Evenings - Monday to Friday Saturdays Sundays	\$ 32.00 \$107.00 \$143.00	\$108.00 \$108.00 \$144.00			\$107.00 \$107.00 \$143.00	\$108.00 \$108.00 \$144.00

NOTE:

- (1) Present Rate - Monday to Friday, Saturday, Sunday and Holidays adjusted in 1976; Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime.
 (2) Proposed Rate - methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest \$.
 (3) There are no one caretaker elementary schools with a recreation centre.

Caretakers's Rate 4 Hour Period - Monday to Saturday \$107.00
 Sunday and Holidays \$143.00

93-11-5

SUMMARY OF RENTAL RATES - TWO CARETAKER SECONDARY SCHOOLS

Appendix C

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	RECREATION DEPARTMENT (CITY)				BOARD OF EDUCATION			
	NON RECREATION CENTRE SCHOOLS		ALL RECREATION CENTRE SCHOOLS		COMMUNITY GROUPS			
	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium - Evenings, Monday to Friday - Saturdays - Sundays and Holidays	\$ 25.00 \$ 111.00 \$ 148.00	\$ 61.00 \$ 135.00 \$ 172.00	\$ 25.00 \$ 111.00 \$ 148.00	\$ 61.00 \$ 135.00 \$ 172.00	\$ 70.00 \$ 111.00 \$ 148.00	\$ 61.00 \$ 135.00 \$ 172.00		
Single Gym - Evenings, Monday to Friday - Saturdays - Sundays and Holidays	\$ 20.00 \$ 111.00 \$ 148.00	\$ 45.00 \$ 119.00 \$ 156.00	\$ 16.00 \$ 20.00 \$ 20.00	\$ 45.00 Fixed Cost \$ 8.00 Fixed Cost \$ 8.00	\$ 67.50 \$ 111.00 \$ 148.00	\$ 45.00 \$ 119.00 \$ 156.00		
Double Gym - Evenings, Monday to Friday - Saturdays - Sundays and Holidays	\$ 25.00 \$ 111.00 \$ 148.00	\$ 53.00 \$ 127.00 \$ 165.00	\$ 21.00 \$ 25.00 \$ 25.00	\$ 53.00 Fixed Cost \$ 16.00 Fixed Cost \$ 16.00	\$ 67.50 \$ 111.00 \$ 148.00	\$ 53.00 \$ 127.00 \$ 165.00		
Classrooms - Evenings, Monday to Friday - Saturdays - Sundays and Holidays	\$ 10.00 \$ 111.00 \$ 148.00	\$ 39.00 \$ 113.00 \$ 150.00	\$ 10.00 \$ 111.00 \$ 148.00	\$ 39.00 \$ 113.00 \$ 150.00	\$ 37.00 \$ 111.00 \$ 148.00	\$ 37.00 \$ 113.00 \$ 150.00		

NOTE:

- (1) Present Rate - Monday to Friday, Saturday, Sunday and Holidays adjusted in 1976; Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime.
 (2) Proposed Rate - methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest \$.

93-11-05

COST PER SQUARE FOOT
BASED ON 1993 BUDGET ESTIMATES
-----TOTAL
ELEMENTARY
& T.R.
-----All
One Caretaker
SCHOOLS
-----All
Two Caretaker
SCHOOLS

ENERGY:

HYDRO

1,390,440

958,209

432,231

FUEL OIL

3,000

2,067

933

NATURAL GAS

1,048,428

722,514

325,914

SUBTOTAL ENERGY

2,441,868

1,682,790

759,078

OTHER:

WATER AND SEWAGE

265,725

183,122

82,603

LANDSCAPING/GROUNDS

107,000

73,738

33,262

GARBAGE COLLECTION

192,350

132,556

59,794

PEST CONTROL

7,000

4,824

2,176

SNOW REMOVAL

48,650

33,527

15,123

WINDOW CLEANING

16,400

11,302

5,098

REPAIRS - FURN & EQUIP

8,650

5,961

2,689

CARETAKING SUPPLIES

263,693

181,722

81,971

TEMP ASSISTANCE-INV

18,661

12,860

5,801

SUBTOTAL OTHER

928,129

639,611

288,518

REPAIRS BLDGS/GROUNDS:

1,905,600

1,313,226

592,374

SALARIES AND BENEFITS:

SUPERV/TECH/SPECIALIZED

9,129,233

TEMP ASSISTANCE

18,000

EMPL BENEFITS (13.59%)

1,243,109

10,390,342

TOTAL

15,665,939

3,635,628

1,639,969

0 % OVERHEAD (ADMIN, INSURANCE, ETC)

0

0

0

G R A N D T O T A L

15,665,939

3,635,628

1,639,969

TOTAL SQUARE FEET

3,222,724

2,220,910

1,001,814

COST PER SQ FOOT (INCL SALARIES)

\$4.861

COST PER SQ FOOT (NOT INCL SALARIES)

\$1.637

\$1.637

APPENDIX D
SECONDARYCOST PER SQUARE FOOT
BASED ON 1993 BUDGET ESTIMATES

	TOTAL SECONDARY & VOCATIONAL	TOTAL SECONDARY & VOCATIONAL
ENERGY:		
HYDRO	1,702,064	1,702,064
FUEL OIL	1,500	1,500
NATURAL GAS	785,923	785,923
SUBTOTAL ENERGY	2,489,487	2,489,487
OTHER:		
WATER AND SEWAGE	145,800	145,800
LANDSCAPING/GROUNDS	43,000	43,000
GARBAGE COLLECTION	162,040	162,040
CLEANING SERVICES	161,888	161,888
PEST CONTROL	8,700	8,700
SNOW REMOVAL	19,460	19,460
WINDOW CLEANING	5,250	5,250
REPAIRS - FURN & EQUIP	9,900	9,900
CARETAKING SUPPLIES	216,299	216,299
TEMP ASSISTANCE - INV	8,844	8,844
SUBTOTAL OTHER	781,181	781,181
REPAIRS BLDGS/GROUNDS:	1,718,900	1,718,900
SALARIES AND BENEFITS:		
SUPERV/TECH/SPECIALIZED	5,575,100	
TEMP ASSISTANCE	18,000	
EMPL BENEFITS (13.59%)	760,102	
SUBTOTAL SALARIES & BENEFITS	6,353,202	
TOTAL	11,342,770	4,989,568
0 % OVERHEAD (ADMIN, INSURANCE, ETC)	0	0
GRAND TOTAL	11,342,770	4,989,568
TOTAL SQUARE FEET	2,484,827	2,484,827
COST PER SQ FOOT (INCL SALARIES)	\$4.565	
COST PER SQ FOOT (NOT INCL SALARIES)		\$2.008

COMMUNITY GROUPS - CONTRACTS ISSUED BY THE BOARDCOMMUNITY NON PROFIT ORGANIZATIONS

African Caribbean Association, Barbados, Canadian & Friends Association, Boy Scouts of Canada, The Canadian Turkish Cultural Association, Caribbean Pot-Pourri Committee, Cari-Can Festival, Chinese Cultural Association, Conqueror II Drum & Bugle Corps, Freeway Project Office, Gilkson Community Council, Hamilton Concert Band, Hamilton Theatre Inc., Players' Guild, Hamilton Home and School Associations, Hamilton Women's Centre, Hamilton & District Highland Teachers, Hamilton Dog Obedience Club Inc., Hamilton Lithuanian Community, Hamilton Philatelic Association, Hamilton Power and Sail Squadron, Hamilton Santa Claus Parade, Hamilton Senior Centre, Hamilton Street Railway, Hamilton-Wentworth Aquatic Club, Hamilton-Wentworth Housing, Hamilton-Wentworth Regional Police, Hamilton-Wentworth Housing Authority, Hamilton-Wentworth Regional Social Services, Heart and Stroke Foundation, India Canada Society, Ismaili Youth Organization, Jr. Chaika Educational Society, Learning Disabilities Association, Lions Club, McMaster Afro-Caribbean Association, McMaster India Society, Genealogical Society, Pakistan Canadian Association of Hamilton, Parents Without Partners, Philippian Islanders, Polish Heritage School, Palonia Soccer Club, Radha Soami Satsang Peas, Red Cross, Ridge Raiders Drum and Bugle Corps, Salvation Army, Spanish Speaking Association, St. Matthews House, Statistics Canada, Symphonia Choir, Don Terry Square Dancing, Ukrainian Catholic Youth, Chedoke-McMaster Hospital, Big Brothers Association, Hamilton Checker Club.

COMMUNITY GROUPS - PROFIT MAKING ORGANIZATIONS

Avestal Credit Union, Bryan Tae-Kwon-Do, Chermosh Ukranian Song and Dance Committee, Creative Youth Theatre, Desna Ukranian Dancers of Toronto, The Greek Students Theatre Group of York University, Hamilton Tai Chi Association, Lee Sukhi Tae Kwon-Do Institute, Metropolitan Hamilton Basketball School, McDonalds Restaurant, Tscherkassy Ukrainian Kozak Ensemble, Westinghouse, Art and Muse Entertainment Ltd.

DANCE GROUPS (PROFIT MAKING ORGANIZATIONS)

Academy Stage Door, Advanced Academy of Music, Nancy Campbell Ballet Studio Ltd., Celebrate II, Colleen's Dance Studio, Elsie's Dance Studio, Hamilton School of Performing Arts, Joanne's Place of Dance, Catherine Samuel Dance Studio, Sheryl's Dance Studio, Step-N-Out Dancing and Skating Boutique, June Sweeney School of Dance, Marilyn Szwec School of Dance, West Mountain School of Dance

ADULT SPORTS GROUPS (NON PROFIT)

Adventures in Friendship, Around the Bay Road Race, Burlington Modellers, East Mountain Baseball, Hamilton Area Women's Volleyball League, Hamilton Express Volleyball, Hamilton Seekers Volleyball, LIUNA, Ontario Table Tennis Association, Steel City Wheelers.

YOUTH SPORTS GROUPS - (NON PROFIT)

712 Squadron Air Cadets, Hamilton Sparta, Harry's Basketball, Sue Kalbfleish, Korean Culture Association of Canada, LIUNA.

MEETINGS - (NON PROFIT)

Applegrove Co-Operative-Homes, Association for Bright Children, 90 Duke Street Tenants Association, Durant Neighbourhood Association, East Brow Co-Op Apartments, Women's Community Co-Op.

EDUCATIONAL GROUPS - (NON PROFIT)

Associates of Professional Engineers of Ontario, Brock University, Conservatory for Musical Studies, Refrigeration Engineers Society, Royal Conservatory of Music, McMaster University, University of Toronto, University of Waterloo

RELIGIOUS GROUPS - (NON PROFIT)

Bethel Gospel Tabernacle, Buchanan Park Free Methodist Church, Christadelphians, Church of Jesus Christ of Latter-Day Saints, Crossfire Assembly, First Church of Christ Scientists, Free Reformed Church of Ancaster, Hamilton Christian Fellowship, Holy Spirit Ukrainian Catholic Church, Living Hope Christian Assembly, New Apostolic Church, Philpott Memorial Church

CONDOMINIUM CORPORATIONS (COMMERCIAL) - PROFIT

Accurel Management, Filagree Management Limited, Lounsbury Management, Property Management Guild, Royal Management Service, Wentworth Condominium Corporation

PRESCHOOLS

Honey Bears Co-Op Nursery School, Mother Goose Co-Operative Preschool Inc.,

POLITICAL PARTIES - (NON PROFIT)

Hamilton East Federal Association, Reform Party of Canada, Hamilton West Provincial Progressive Conservative Association.

Questions and Answers - from Operations Management Committee Meeting of 1992-04-07

- 1 a/ **First Base Program** - (YMCA and YWCA) was not addressed in the report 1992-04-07 and since the programs run from approximately 7 a.m. - 9 a.m. and 4 p.m. - 6 p.m. for school ages students using mainly the gyms of schools with some shared classroom space which are cleaned only during the normal cleaning schedule. Under these present circumstances no rental fee is recommended. The usage of our facilities by the First Base Programs will be reviewed annually to determine any costs to be recovered by the Board.
- 1b/ **Hess Street School** - housed a dental clinic operated by Social Services which is no longer in operation.
- 1c/ **Community Policing** - using space in schools as an office available 24 hours per day. Schools: Stinson, Scott Park, Sir Winston Churchill. Meetings are taking place regarding the terms and conditions of a contract between the Board and the Police.
- 1d/ **Rygiel Home** - Located in Fairview school - use two rooms and presently are charged \$14.00 per week per classroom x 51 weeks = \$1,428.00 per year. The rental rates will be adjusted to reflect their share of the cost of operating Fairview School.
- 1e/ **Section 27 - Ministry of Education**
- Woodview Children's Centre - Westdale** - 1 classroom \$14.00 per week per classroom x 40 weeks = \$560.00
- Costing methodology = Option One - \$2,244
 - Option Two - \$1,664
 - Option Three - \$1,579
- Woodview Children's Centre - Delta** - 2 classrooms \$14.00 per week per classroom x 40 weeks = \$1120.00
- Costing methodology = Option One - \$7,583
 - Option Two - \$5,169
 - Option Three - \$4,956
- Lynwood Hall - Queen Mary** - 1 classroom \$14.00 per week per classroom x 40 weeks = \$560.00
- Costing methodology = Option One - \$2,592
 - Option Two - \$1,866
 - Option Three - \$1,624
- Option 1, 2, and 3** - details are covered in the Child Care Centres Rental Rate report.
- 1f/ **Child Care Centres** - Non-profit organizations not taxable.
- 1g/ **Market - Commerical** - Cost per square foot ranges \$4.50 per square foot to \$6.50 per square foot plus utilities and custodial services.
- 1h/ **All groups the same rate** - Rental groups have been broken out into profit and non-profit (see Appendix E).

Page 10

Enclosure and Envelope - New Orleans, Louisiana, 1964

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1993.12.07

To: Chairman and Members
Operations and Finance Committee
Education Centre

From: Elizabeth G. Bond, Superintendent of Program

Re: Suspension Report 1988/89 to 1992/93

Report: INFORMATION

BACKGROUND

At the October 1993 meeting of the Operations and Finance Committee, it was recommended that a report on Pupil Suspensions be presented annually to the Board.

The Education Act allows a principal to suspend a student for:

- persistent truancy
- persistent opposition to authority
- habitual neglect of duty
- the wilful destruction of school property
- the use of profane or improper language
- conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school

As indicated in the Operating Procedure on Suspension of Pupils (SP-20), the Board of Education for the City of Hamilton has set the period for the suspension of a pupil as a period not to exceed twenty school days. Furthermore, the Director and Superintendent of Schools are informed about all suspensions. Families are advised of the suspension and are also given the right to appeal. Resolution of the suspension usually includes a conference with the parents. At these conferences, some supportive action (see Rationale section of this report) could be agreed upon and implemented.

ISSUE

To share information with trustees regarding the suspension of students.

RECOMMENDATION

That the Suspension Report 1988/89 to 1992/93 be received for information and be updated annually.

RATIONALE

The Trustees indicated that there is an increased concern in the community about discipline. Suspension is one of the many strategies identified in the Discipline Policy for the Board of Education for the City of Hamilton. In most situations, other interventions are attempted prior to the decision to suspend a student. With the understanding and cooperation of the parent, these interventions could include:

- discussions at Diagnostic and Resource Team Meetings
- alterations in the student's in-school program
- involvement of such specialized Board personnel as appropriate Consultants, Guidance Counsellors, Learning Resource Teachers (LERTS), School Social Workers, or Speech Pathologists
- internal referrals to Alternative Education Programs, Cooperative Education, Special Education Programs, or the Supervised Alternative for Excused Pupils (SALEP) Program
- external referrals to Agencies or Clinics
- in-school suspensions (if in-school resources are available)

(page 2 - Suspension Report 1988/89 to 1992/93)

Also, several proactive programs (Social Skills Development, Anger Management, Peer Mediation, Personal Safety, Mentoring, etc.) are gradually being introduced into our schools in partnership with many Community Agencies. Furthermore, Murray Quinn, Superintendent of Schools, is establishing a Safe Schools Committee which will incorporate much of the former into its deliberations.

However, there has to be some form of sanction for those students who do not respond to the attempts of staff to maintain order in the school environment. The actions of the individual student cannot interfere with the education of the majority of students. The intensity of the corrective action depends upon the severity and chronic nature of the problem. Suspension is considered to be one of the school's most serious interventions. Both the Assault Policy and the Drug Education Policy identify suspension as a consequence.

Appendix A indicates the trends in suspensions over the last five years. It should be noted that 1.3% to 2% of the total school population were suspended during that time frame. Appendix B shows the lengths of the suspensions for 1992/93. Ninety per cent of the suspensions are for five days or less.

Appendices C to G are copies of annual reports prepared for the Ministry of Education.

APPENDICES

- A - Summary of Total Suspensions (1988/89 to 1992/93)
- B - Length of Suspensions (1992 - 1993)
- C - Suspension Statistics (1992 - 1993)
- D - Suspension Statistics (1991 - 1992)
- E - Suspension Statistics (1990 - 1991)
- F - Suspension Statistics (1989 - 1990)
- G - Suspension Statistics (1988 - 1989)

Prepared by - Bryan Schofield, Coordinator, Adjustment & Alternative Education

SUMMARY OF TOTAL SUSPENSIONS**1988/89 to 1992/93****1.0 NUMBER OF SUSPENSION LETTERS**

YEAR	ELEMENTARY MALES	ELEMENTARY FEMALES	SECONDARY MALES	SECONDARY FEMALES	TOTAL
1992/93	601	111	459	93	1,264
1991/92	429	45	441	97	1,012
1990/91	432	40	333	69	874
1989/90	377	53	215	89	734
1988/89	367	45	161	70	643

2.0 NUMBER OF SUSPENDED STUDENTS

YEAR	ELEMENTARY MALES	ELEMENTARY FEMALES	SECONDARY MALES	SECONDARY FEMALES	TOTAL	TOTAL SCHOOL POPULATION
1992/93	403	74	344	76	897	41,057
1991/92	288	36	357	84	765	40,822
1990/91	280	31	267	56	634	40,284
1989/90	259	44	190	82	575	39,874
1988/89	267	40	148	68	523	39,435

**LENGTH OF SUSPENSIONS
1992 - 1993**

<i>Number of Days</i>	<i>Number of Suspensions</i>	
1	116	
1.5	39	
2	200	
2.5	24	
3	485	
3.5	24	
4	70	
4.5	7	
5	181	90%
5.5	3	
6	20	
7	11	
8	8	
9	1	
10	46	98%
11	2	
12	2	
13	2	
14	0	
15	16	99%
16	0	
17	0	
18	0	
19	0	
20	7	

Total 1264

1993.II.17
/ a

Table 2

LENGTHS OF STEEL MEMBERS
1901-1902

Length of Steel Member	Number of Steel Members
1	1
2	1
3	1
4	1
5	1
6	1
7	1
8	1
9	1
10	1
11	1
12	1
13	1
14	1
15	1
16	1
17	1
18	1
19	1
20	1
21	1
22	1
23	1
24	1
25	1
26	1
27	1
28	1
29	1
30	1
31	1
32	1
33	1
34	1
35	1
36	1
37	1
38	1
39	1
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41	1
42	1
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44	1
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46	1
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58	1
59	1
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61	1
62	1
63	1
64	1
65	1
66	1
67	1
68	1
69	1
70	1
71	1
72	1
73	1
74	1
75	1
76	1
77	1
78	1
79	1
80	1
81	1
82	1
83	1
84	1
85	1
86	1
87	1
88	1
89	1
90	1
91	1
92	1
93	1
94	1
95	1
96	1
97	1
98	1
99	1
100	1

Total Length

SUSPENSION STATISTICS **1992 - 1993**

1.0 NUMBER OF SUSPENSION LETTERS

	<i>Total Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number from Elementary	712	601	111
• Number from Secondary	552	459	93

Total Number of Suspension Letters **1,264**

2.0 NUMBER OF SUSPENDED STUDENTS

2.1 Total Number of Suspended Students:

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number of Elementary Students	477	403	74
• Number of Secondary Students	420	344	76
<i>Total Number of Suspended Students</i>	<u>897</u>	<u>747</u>	<u>150</u>

2.2 Elementary Suspended Students (JK-8):

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number Suspended Once	338	285	53
• Number Suspended Twice	85	75	10
• Number Suspended Three Times	30	23	7
• Number Suspended Four Times	15	12	3
• Number Suspended Five Times	3	2	1
• Number Suspended Six Times	3	3	0
• Number Suspended Seven Times	3	3	0
<i>Totals</i>	477	403	74

2.3 Secondary Suspended Students (9-OAC):

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number Suspended Once	336	270	66
• Number Suspended Twice	58	50	8
• Number Suspended Three Times	14	14	0
• Number Suspended Four Times	5	4	1
• Number Suspended Five Times	5	5	0
• Number Suspended Six Times	1	1	0
• Number Suspended Seven Times	1	0	1
<i>Totals</i>	420	344	76

SUSPENSION STATISTICS **1991 - 1992**

NUMBER OF SUSPENSION LETTERS

	<i>Total Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number from Elementary	474	429	45
• Number from Secondary	538	441	97

Total Number of Suspension Letters **1,012**

2.0 NUMBER OF SUSPENDED STUDENTS

2.1 Total Number of Suspended Students:

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number of Elementary Students	324	288	36
• Number of Secondary Students	441	357	84
<i>Total Number of Suspended Students</i>	<u>765</u>	<u>645</u>	<u>120</u>

2.2 Elementary Suspended Students (JK-8):

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number Suspended Once	232	205	27
• Number Suspended Twice	55	46	9
• Number Suspended Three Times	23	23	0
• Number Suspended Four Times	8	8	0
• Number Suspended Five Times	5	5	0
• Number Suspended Six Times	1	1	0
• Number Suspended Seven Times	0	0	0
<i>Totals</i>	324	288	36

2.3 Secondary Suspended Students (9-OAC):

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number Suspended Once	368	294	74
• Number Suspended Twice	52	45	7
• Number Suspended Three Times	18	15	3
• Number Suspended Four Times	3	3	0
• Number Suspended Five Times	0	0	0
• Number Suspended Six Times	0	0	0
• Number Suspended Seven Times	0	0	0
<i>Totals</i>	441	357	84

SUSPENSION STATISTICS **1990 - 1991**

NUMBER OF SUSPENSION LETTERS

	<i>Total Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number from Elementary	472	432	40
• Number from Secondary	402	333	69

Total Number of Suspension Letters **874**

2.0 NUMBER OF SUSPENDED STUDENTS

2.1 Total Number of Suspended Students:

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number of Elementary Students	311	280	31
• Number of Secondary Students	323	267	56
<i>Total Number of Suspended Students</i>	<u>634</u>	<u>547</u>	<u>87</u>

2.2 Elementary Suspended Students (JK-8):

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number Suspended Once	216	193	23
• Number Suspended Twice	62	55	7
• Number Suspended Three Times	18	17	1
• Number Suspended Four Times	6	6	0
• Number Suspended Five Times	4	4	0
• Number Suspended Six Times	1	1	0
• Number Suspended Seven Times	4	4	0
<i>Totals</i>	311	280	31

2.3 Secondary Suspended Students (9-OAC):

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number Suspended Once	265	219	46
• Number Suspended Twice	43	35	8
• Number Suspended Three Times	11	10	1
• Number Suspended Four Times	2	1	1
• Number Suspended Five Times	2	2	0
• Number Suspended Six Times	0	0	0
• Number Suspended Seven Times	0	0	0
<i>Totals</i>	323	267	56

RESEARCH AND DEVELOPMENT
1990-1991

NUMBER OF SURVEYED STUDENTS

Year	1990	1991	Total
1	10	10	20
2	10	10	20

Total Number of Surveys: 40

1. NUMBER OF SURVEYED STUDENTS

1.1 Total Number of Surveys: 40

Year	1990	1991	Total
1	10	10	20
2	10	10	20
3	10	10	20

1.2 Researcher's Survey: 40

Year	1990	1991	Total
1	10	10	20
2	10	10	20
3	10	10	20
4	10	10	20
5	10	10	20
6	10	10	20
7	10	10	20
8	10	10	20
9	10	10	20
10	10	10	20

1.3 Researcher's Survey: 40

Year	1990	1991	Total
1	10	10	20
2	10	10	20
3	10	10	20
4	10	10	20
5	10	10	20
6	10	10	20
7	10	10	20
8	10	10	20
9	10	10	20
10	10	10	20

SUSPENSION STATISTICS 1989 - 1990

1.0 NUMBER OF SUSPENSION LETTERS

	<i>Total Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number from Elementary	430	377	53
• Number from Secondary	304	215	89

Total Number of Suspension Letters 734

2.0 NUMBER OF SUSPENDED STUDENTS

2.1 Total Number of Suspended Students:

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number of Elementary Students	303	259	44
• Number of Secondary Students	272	190	82
<i>Total Number of Suspended Students</i>	<u>575</u>	<u>449</u>	<u>126</u>

2.2 Elementary Suspended Students (JK-8):

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number Suspended Once	229	191	38
• Number Suspended Twice	43	39	4
• Number Suspended Three Times	17	16	1
• Number Suspended Four Times	7	6	1
• Number Suspended Five Times	6	6	0
• Number Suspended Six Times	1	1	0
• Number Suspended Seven Times	0	0	0
<i>Totals</i>	303	259	44

2.3 Secondary Suspended Students (9-OAC):

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number Suspended Once	246	170	76
• Number Suspended Twice	22	17	5
• Number Suspended Three Times	2	1	1
• Number Suspended Four Times	2	2	0
• Number Suspended Five Times	0	0	0
• Number Suspended Six Times	0	0	0
• Number Suspended Seven Times	0	0	0
<i>Totals</i>	272	190	82

SUSPENSION STATISTICS **1988 - 1989**

1.0 NUMBER OF SUSPENSION LETTERS

	<i>Total Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number from Elementary	412	367	45
• Number from Secondary	231	161	70

Total Number of Suspension Letters **643**

2.0 NUMBER OF SUSPENDED STUDENTS

2.1 Total Number of Suspended Students:

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number of Elementary Students	307	267	40
• Number of Secondary Students	216	148	68
<i>Total Number of Suspended Students</i>	<u>523</u>	<u>415</u>	<u>108</u>

2.2 Elementary Suspended Students (JK-8):

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number Suspended Once	243	207	36
• Number Suspended Twice	40	37	3
• Number Suspended Three Times	18	17	1
• Number Suspended Four Times	3	3	0
• Number Suspended Five Times	1	1	0
• Number Suspended Six Times	2	2	0
• Number Suspended Seven Times	0	0	0
<i>Totals</i>	307	267	40

2.3 Secondary Suspended Students (9-OAC):

	<i>Total Student Suspensions</i>	<i>Male</i>	<i>Female</i>
• Number Suspended Once	202	136	66
• Number Suspended Twice	13	11	2
• Number Suspended Three Times	1	1	0
• Number Suspended Four Times	0	0	0
• Number Suspended Five Times	0	0	0
• Number Suspended Six Times	0	0	0
• Number Suspended Seven Times	0	0	0
<i>Totals</i>	216	148	68

SUSPENDED STUDENTS 1998 - 1999

1. NUMBER OF SUSPENDED STUDENTS

Grade	Male	Female	Total
Elementary	157	43	200
Secondary	167	70	237

Total Number of Suspended Students 437

2. NUMBER OF SUSPENDED STUDENTS

2.1 Total Number of Suspended Students

Grade	Male	Female	Total
Elementary	157	43	200
Secondary	167	70	237

2.2 Elementary Suspended Students (K-5)

Grade	Male	Female	Total
Kindergarten	157	43	200
Grade 1	157	43	200
Grade 2	157	43	200
Grade 3	157	43	200
Grade 4	157	43	200
Grade 5	157	43	200

2.3 Secondary Suspended Students (6-12)

Grade	Male	Female	Total
Grade 6	167	70	237
Grade 7	167	70	237
Grade 8	167	70	237
Grade 9	167	70	237
Grade 10	167	70	237
Grade 11	167	70	237
Grade 12	167	70	237

1993 12 07

To: The Chairman and Members,
Operations and Finance Committee,

From: D. W. Goodridge
Director of Education and Secretary of the Board

Re: Mandates for the 1994 Ad Hoc Committees

AIDS POLICY COMMITTEE:

That the Aids Policy Committee be reconstituted for 1994 to consist of five members appointed by the Chairman of the Board and that the mandate of the committee be to:

a) review current practices at least on an annual basis and assess the need for the revision of policies in line with current developments in the medical/legal communities while maintaining a close liaison with the Medical Officer of Health in evaluating all new information with respect to AIDS/HIV. (Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus Infection)

(Clause a) approved at March, 1988 Operations Management Committee and Board)

NAME SEARCH COMMITTEE - MOUNTAIN SECONDARY SCHOOL

Approved at the June, 1993 Operations Management Committee and Board:

That the Name Search Committee - Mountain Secondary School be reconstituted for 1994 to consist of five trustees appointed by the Chairman and that the mandate of the Committee be:

a) to study the naming of the consolidated Mountain Secondary School and that the report be presented to the Operations and Finance Committee by June, 1994.

b) Report of the Name Search Committee dated 1993 10 04.

**Referred back to the Committee for further consideration at the
1993 10 Operations Management and Board.**

TO: The Chairman and Members of
Operations and Finance Committee
1993 12 07

FROM: Paul E. Shewfelt
Superintendent of Finance and Treasurer

PREPARED BY: Lucy Veerman
Budget Manager

RE: 1993 Forecast of Expenditures and Revenues

REPORT: Information

Background:

The financial forecast is a projection of the Board's December 31, 1993 year end financial position. This forecast has been compiled from information received through consultation with the stakeholders of the system and is an estimate of their assumptions, system experiences and financial patterns that have evolved to date. The December 31, 1993 year end information will be provided during the budget process and audited results of our 1993 operation will be presented to Board in April 1994.

This forecast position is subject to change should circumstances arise that have not been currently anticipated.

Issue:

To present the 1993 forecast of expenditures and revenues.

Recommendations:

That the report be received for information.

**THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
1993 FINANCIAL FORECAST SUMMARY
AS AT OCTOBER 31, 1993**

	1993 APPROVED BUDGET	1993 ACTUAL TO DATE	1993 FORECAST	ALLOCATION OF SURPLUS (DEFICIT):			TOTAL SURPLUS (DEFICIT)	NOTES
				SOCIAL CONTRACT	EXPENDITURES WITH REVENUE OFFSETS	OPERATIONS		
<u>EXPENDITURES (000'S)</u>								
Salaries & Wages, Employee Benefits	\$231,575	\$188,722	\$228,609	\$1,955	\$540	\$471	\$2,966	2
Travel, Personnel Training, Bursaries	813	528	810	0	0	3	3	
Books & Supplies	11,548	8,429	11,691	0	(149)	6	(143)	
Energy Costs	5,523	3,843	5,358	0	0	165	165	3
Replacement & New Equipment	2,092	819	1,493	0	599	0	599	4
Debt Charges	2,488	1,917	2,488	0	0	0	0	
Capital from Current, Repairs, Permanent Improvements	7,130	6,387	7,195	0	0	(65)	(65)	
Rentals, Fees & Contractual Services	9,290	6,427	9,012	0	0	278	278	5
Tuition Fees	4,567	2,626	4,761	0	0	(194)	(194)	6
Large Back of Taxes	2,596	2,164	2,596	0	0	0	0	
Provision for Reserves & Other	8,174	6,266	6,517	0	1,589	68	1,657	7
TOTAL EXPENDITURES	\$285,796	\$228,128	\$280,530	\$1,955	\$2,579	\$732	\$5,266	
<u>REVENUES (000'S)</u>								
Levy for Mill Rate, Refund	\$162,500	\$136,069	\$162,500	\$0	\$0	\$0	\$0	
Supp. Taxes, T.&T., P.I.L., Surplus	15,355	10,014	15,874	0	0	519	519	
Provincial Grants	89,006	64,616	83,856	(1,955)	(2,407)	(788)	(5,150)	8
Other Provincial Revenue	670	809	854	0	149	35	184	
Tuition Fees	15,712	9,809	17,057	0	0	1,345	1,345	9
Other Revenue	2,553	1,768	2,419	0	0	(134)	(134)	10
TOTAL REVENUES	\$285,796	\$223,085	\$282,560	(\$1,955)	(\$2,258)	\$977	(\$3,236)	
SURPLUS FROM OPERATING EXPENDITURES AND REVENUES				\$0	\$321	\$1,709	\$2,030	

***The Board of Education for the City of Hamilton
Notes to the 1993 Financial Forecast***

Note 1 Expenditures with Revenue Offsets

Represents an expenditure surplus/(deficit) which has the direct impact of increasing/(decreasing) a revenue source such as the General Legislative Grants.

Note 2 Salaries, Wages and Employee Benefits

Social Contract - Represents 40% of the social contract clawback net of the offset due to the Teachers Pension Plan. ($\$9.260 - 4.374 \times 40\% = \1.955)

Expenditures with Revenue Offsets - Surplus as a result of lower levels of enrolments in the Continuing Education program. These savings have the impact of reducing grant revenues.

Operations - Savings as a result of operations are within 0.2 percent of the budget.

Note 3 Energy Costs

Revenues from the Gas Consortium, which are used to offset the cost of natural gas, will include a settlement fee as a result of the dissolution of the consortium which will create a surplus position of approximately \$154,000.

Note 4 Replacement and New Equipment

The Expenditure Control Plan introduced by the Ministry of Education and Training in April 1993 has reduced the grantable allocation of Computers in Education and Technological Renewal Fund. This has resulted in a reduction in expenditures to the grantable level.

Note 5 Rentals, Fees & Contractual Services

Reduction in transportation costs as a result of the decrease in number of buses in use.

Note 6 Tuition Fees

Increase in number of open access students attending the Hamilton Wentworth Roman Catholic Separate School Board.

***The Board of Education for the City of Hamilton
Notes to the 1993 Financial Forecast***

Note 7 Provisions for Reserves and Other

The Restructuring Reserve was established on receipt of the one time grant. The surplus is as a result of the reduction in the grant by the Government of Ontario from a budget of \$1,778,000 to an actual receipt of \$188,000. Therefore, the difference of \$1,589,371 does not have to be transferred to Reserves.

Note 8 Provincial Grants

Social Contract - Represents 40% of the social contract clawback net of the offset due to the Teachers Pension Plan.

Expenditures with Revenue Offsets - Reduction in Restructuring grant of \$1,589,371. Impact of decreased enrolment levels in the Continuing Education program, reduction in grants for Computers in Education and Technological Renewal Fund as a result of the Expenditure Control Plan.

Operations - Decline in secondary enrolment and change in definition of full time equivalent from 2 to 3 credits (Expenditure Control Plan).

Note 9 Tuition Fee Revenue

Increase in non-resident students from other Boards. The forecast revenues are currently being confirmed with the Boards which are purchasing our services.

Note 10 Other Revenue

Reduction in investment interest income due to lower interest rates.

CAPITAL TRANSACTIONS

Capital Fund

In May 1993, the Board received a direct capital grant arising from the 1991 construction of Gordon Price Elementary School of \$ 1,708,000, (1992 - nil).

Capital Reserves

During 1993, there are minor expenditure adjustments arising from the renovations at King George and Lloyd George Elementary Schools, which were funded from capital reserves, (1992 - \$ 1,922,000).

THE HISTORY OF THE UNITED STATES

CHAPTER I

The first discovery of the continent was made by Christopher Columbus in 1492. He sailed from Spain in search of a westward route to the Indies. On October 12, 1492, he landed on the island of San Salvador in the Bahamas. This was the first of many voyages that led to the discovery of the New World.

CHAPTER II

The first settlement in North America was founded by the Spanish in 1492. It was named San Salvador and was located on the island of San Salvador in the Bahamas. This was the first of many settlements that were founded in the New World.

The first English settlement in North America was founded by the Pilgrims in 1620. They sailed from England on the Mayflower and landed in Plymouth, Massachusetts. This was the first of many settlements that were founded by the English in the New World. The Pilgrims were seeking religious freedom and a new life in America.

CHAPTER III

The first French settlement in North America was founded by the French in 1564. It was named Fort Caroline and was located in present-day Florida. This was the first of many settlements that were founded by the French in the New World. The French were seeking a new life in America and a place to practice their religion.

CHAPTER IV

The first Dutch settlement in North America was founded by the Dutch in 1614. It was named Fort Orange and was located in present-day New York. This was the first of many settlements that were founded by the Dutch in the New World. The Dutch were seeking a new life in America and a place to practice their religion.

CAPITAL THE HISTORY

CHAPTER V

The first Swedish settlement in North America was founded by the Swedish in 1639. It was named Fort Christina and was located in present-day Delaware. This was the first of many settlements that were founded by the Swedish in the New World. The Swedish were seeking a new life in America and a place to practice their religion.

CHAPTER VI

The first German settlement in North America was founded by the German in 1683. It was named Germantown and was located in present-day Pennsylvania. This was the first of many settlements that were founded by the German in the New World. The German were seeking a new life in America and a place to practice their religion.

To: The Chairman and Members of
The Operations and Finance Committee
1993-12-07

FROM: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Irene Polidori, Manager, Financial Services

RE: **Capital Loan Program for Capital Project Financing**

REPORT: For Information

BACKGROUND:

Capital projects are submitted and approved in the following manner:

- (a) Application - projects are identified on the Capital Expenditure Multi-Year Forecast (no change)
- (b) Approval - projects are reviewed by region and on a province wide basis by the Ministry of Education and Training (M.E.T.) for approval (no change)
- (c) Financing - for approved projects, financing has two parts:
 - (a) local share which may be funded through the mill rate, reserves or debentures (no change)
 - (b) provincial share which is to change from a "capital grant method" to "capital loan funding"

Provincial Share - Current (Capital Grant Method)

The Board must advise the M.E.T. of the actual cost of the project and submit supporting documentation, including a direct capital claim form, as required. For a large capital project such as the construction of a school, the Board applies for funding during the construction phase of the project. For smaller projects, such as asbestos encapsulation and removal, the application is made at the end of the project.

Prior to April 1, 1993, the M.E.T. would advance these funds by way of grants. In this way, grants were received as expenditures were incurred. This method of funding was prone to budget cuts by the province. Also capital expenditures/grants were incurred in one year which did not match the serviceable life of the project.

Provincial Share - Proposed (Capital Loan Funding)

To address these issues, the M.E.T. will receive approval to fund the capital projects through the Ontario Financing Authority (OFA), a new crown corporation which will provide the treasury function for the Province of Ontario. The M.E.T. effectively has removed capital expenditures from its budget and replaced them with general legislative grant payments. Bill 17, the Capital Investment Plan Act 1993, received royal assent on November 15, 1993 to permit these changes.

....2

Provincial Share - Proposed (Capital Loan Funding) cont'd

The Board will be required to submit direct capital claim forms for approved capital projects to the Ministry who will, once the amount is approved, send the documents to the OFA. The OFA will then advance the funds to the Board by way of a "loan". At March 31 of each year, all such loans received during the previous 12 months by the Board, including accrued interest, will be converted into "debentures" having a term of twenty years and will be subject to interest charges at a rate based on the average borrowing costs incurred by the OFA for that year. Semi-annual payments will be required and will be repaid by pre-authorized debit transfer from the Board's bank account directly to the OFA in April and October.

The Ministry will repay the debenture through general legislative grants equal to the interest and principal payment required by the OFA. The funds will be advanced by direct deposit to the Board's bank account on the same day the payment is made to the OFA.

Benefits cited by the Ministry are:

- * matching of expenditures to the useful life of the asset
- * ability to protect capital commitments in years of fiscal constraint as only principal and interest payments are required
- * adoption of the same system that other provinces are using which will make for better interprovincial comparisons

Implications to the Board are:

- * the Board must sign a debenture agreement in February of each year for capital loan advances made in the previous 12 months
- * the Board must make provision for interest and principal repayments and a similar grant recognition in its budget each year for the term of the debentures
- * for financial reporting purposes, the Board will show a loan payable to the OFA on its balance sheet at December 31 of each year for capital loan advances received in the current year and a debenture payable to the OFA for those advances received in the previous year
- * the grants for the interest and principal repayments will have to be in place for twenty years, which may be difficult depending upon future economic conditions in Ontario.

- 3 -

ISSUE:

To share with Trustees information concerning the new Capital Loan Program.

RECOMMENDATION:

That this report be received for information.

RATIONALE:

Bill 17, Capital Investment Plan Act, will require approval of the debenture agreement for loans during 1993.

This report is an update on the Capital Funding Proposal presented in October, 1992, to Operations Management Committee

ATTACHMENT:

Capital Loan Program - October 18, 1993

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economy is not in a state of equilibrium.
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this is due to the fact that the
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economy is not in a state of equilibrium.

Rec. Nov 12/9

CAPITAL LOAN PROGRAM

October 18, 1993

CAPITAL LOAN PROGRAM

October 19, 1995

USH SECTOR PRESENTATION

AGENDA

INTRODUCTION

BACKGROUND

CAPITAL LOAN PROGRAM

HOW THE PROGRAM WILL WORK

STATUS OF LEGISLATION

FUNDING FOR DEBT SERVICING

ONTARIO FINANCING AUTHORITY

MISSION STATEMENT

SERVICES

ROLE OF MINISTRY

ROLE OF BORROWERS

OVERVIEW OF LOANS BASED SYSTEM

LOAN AGREEMENT

EXAMPLE

1982-83 BUDGET

AGENDA

INTRODUCTION

BACKGROUND

CAPITAL LOAN PROGRAM

HOW THE PROGRAM WILL WORK

STATUS OF LEGISLATION

FUNDING FOR DEBT SERVICE

ONTARIO FINANCING A UTILITY

MINISTERIAL STATEMENT

SERVICES

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ROLE OF BORROWERS

OVERVIEW OF LOAN BASED SYSTEM

LOAN AGREEMENT

EXAMPLE



BACKGROUND

- The 1992 Budget indicated the intention to restructure capital financing arrangements.
- Confirmed in 1993 Budget and Capital Investment Plan Act introduced May 17, 1993.
- In the case of the Ministry of Education and Training and Ministry of Health this means a new approach to funding capital expenditures.
- The new approach changes the **grant-based** system of capital financing to a **loan based** system.

HOW WILL LOAN BASED FINANCING WORK?

UNDER THE OLD APPROACH:

- PROVINCIAL SHARE OF FUNDING FOR CAPITAL PROJECTS WAS PROVIDED THROUGH GRANTS.

UNDER THE NEW APPROACH:

- USH SECTOR TO RECEIVE APPROVAL FROM THE MINISTRY TO BORROW PROVINCIAL SHARE OF CAPITAL FUNDS FROM ONTARIO FINANCING AUTHORITY (OFA) FOR EQUIVALENT AMOUNT OF GRANTS.
- USH SECTOR ALSO TO RECEIVE A 20-YEAR STREAM OF PRINCIPAL AND INTEREST PAYMENTS TO ALLOW THEM TO RE-PAY LOANS FROM THE OFA.

THE NEW FUNDING SYSTEM WILL NOT CHANGE THE EXISTING MINISTRY AND TREASURY BOARD DECISION-MAKING PROCESSES OR CAPITAL ALLOCATIONS

USH = Universities, School Boards, Hospitals;

CAPITAL LOAN PROGRAM

BENEFITS:

- CLOSELY MATCHING EXPENDITURES TO THE USEFUL LIFE/BENEFITS RECEIVED FROM THE ASSETS.
- PROTECTING CAPITAL COMMITMENT IN YEARS OF FISCAL CONSTRAINT PROVIDING GREATER STABILITY.
- SINCE ONLY PRINCIPAL AND INTEREST PAYMENTS WILL AFFECT DEFICIT, PROVINCE WILL GAIN LITTLE EXPENDITURE REDUCTION BY REDUCING CAPITAL PROJECTS.
- NO INCREMENTAL COSTS TO INSTITUTIONS.
- ADOPT SAME SYSTEM AS OTHER PROVINCES ALLOWING BETTER INTERPROVINCIAL COMPARISONS.

**THE CAPITAL INVESTMENT PLAN ACT, 1993
(BILL 17)**

LEGISLATION ESTABLISHES CROWN CORPORATIONS

ESTABLISHES

- ONTARIO FINANCING AUTHORITY (OFA)
- ONTARIO TRANSPORTATION CORPORATION
- ONTARIO CLEAN WATER CORPORATION
- ONTARIO REALTY CORPORATION

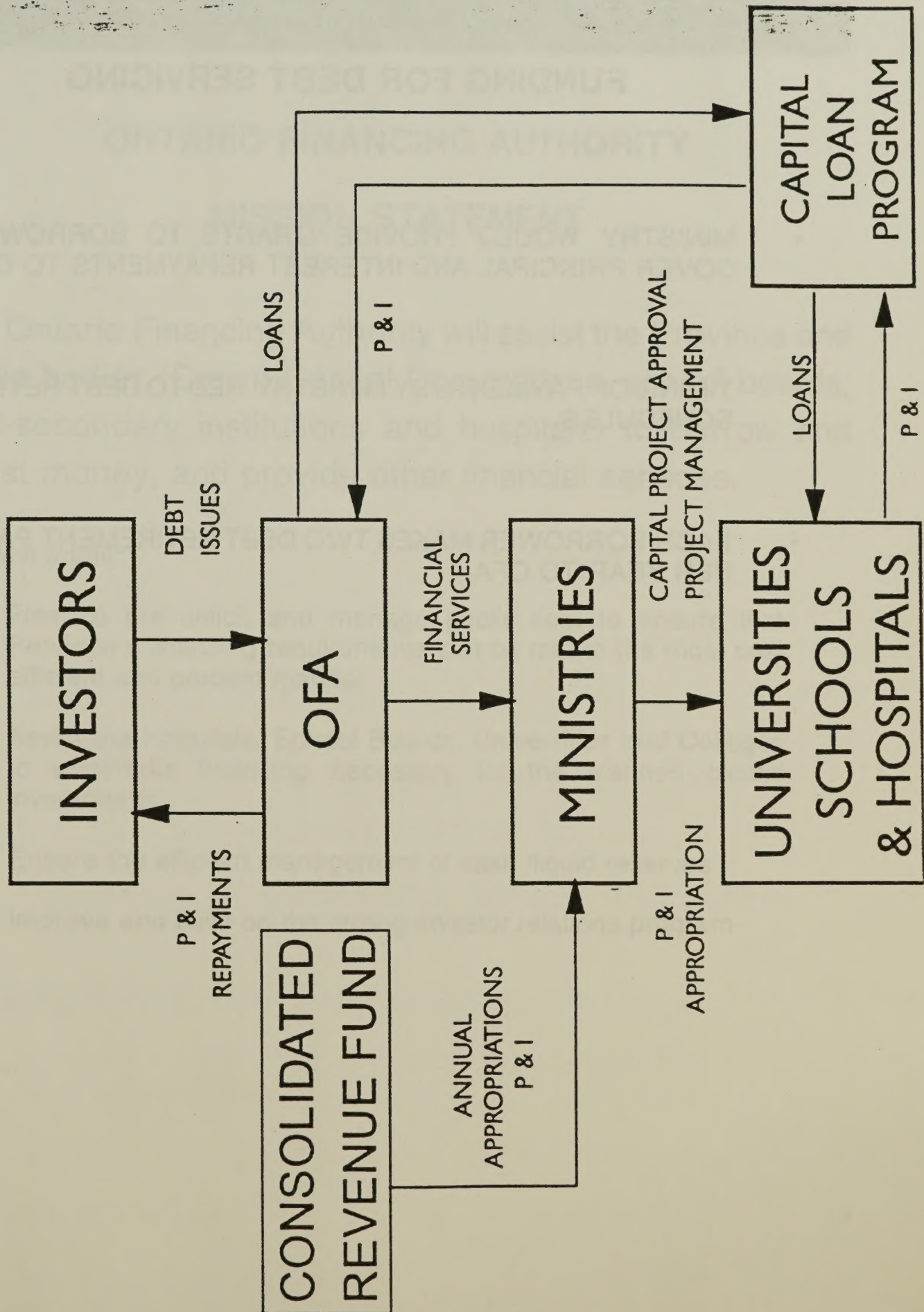
TIMING

FIRST READING IN MAY 1993

SECOND READING JUNE 1993

THIRD READING EXPECTED DURING OCTOBER

ONTARIO FINANCING AUTHORITY PROPOSED OPERATING STRUCTURE



FUNDING FOR DEBT SERVICING

- MINISTRY WOULD PROVIDE GRANTS TO BORROWERS TO COVER PRINCIPAL AND INTEREST REPAYMENTS TO OFA.
- TIMING OF PAYMENTS BY MINISTRY TIED TO DEBT RETIREMENT SCHEDULES.
- EACH BORROWER MAKES TWO DEBT RETIREMENT PAYMENTS PER YEAR TO OFA.

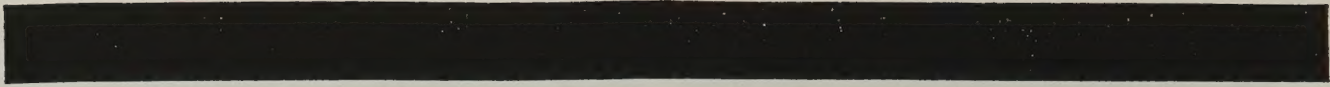
ONTARIO FINANCING AUTHORITY

MISSION STATEMENT

The Ontario Financing Authority will assist the Province and public bodies (Crown Capital Corporations, school boards, post-secondary institutions and hospitals) to borrow and invest money, and provide other financial services.

This will entail:

- Finance the deficit and manage public debt to ensure that Province's financing requirements can be met in the most cost efficient and prudent manner
- Assist the Hospitals, School Boards, Universities and Colleges to undertake financing necessary for the planned capital investments.
- Ensure the efficient management of cash /liquid reserves
- Improve and build on the strong investor relations program



ONTARIO FINANCING AUTHORITY

SERVICE MANDATE

SERVICES TO THE PROVINCE

- INVESTMENT/BORROWING
- CASH MANAGEMENT
- BANKING
- CREDIT RATING & INVESTOR RELATIONS
- CORPORATE FINANCE

SERVICES TO THE MINISTRIES

- FINANCING FOR CAPITAL LOAN PROGRAM

ROLE OF MINISTRY

PROJECT MANAGEMENT

- ALLOCATION & APPROVAL OF CAPITAL PROJECTS
- MONITOR PROGRESS OF CONSTRUCTION
- APPROVAL OF THE BORROWER'S REQUIREMENTS FOR FUNDS.

DOCUMENTATION

- COORDINATE EXECUTION OF LOAN DOCUMENTS WITH BORROWERS

INFORMATION FLOW

CASH FORECASTING

- ACCURATE FORECASTING REDUCES FINANCING COSTS
- DIRECT LINK OF EXPENDITURES TO DEBT

PROJECT INFORMATION FLOW

- PROJECT DESCRIPTION INCLUDING START-UP AND COMPLETION DATA
- PAYMENT REQUISITIONS/LOAN ADVANCE REQUISITIONS
- MIS INTERFACE

ROLE OF BORROWERS

INTERACTION WITH THE MINISTRY

- LITTLE OR NO CHANGE IS ANTICIPATED

EXECUTION OF LOAN AGREEMENT

- AGREEMENT EXECUTED AND PROVIDED TO THE MINISTRIES ACTING ON BEHALF OF THE OFA

CASH FLOW FORECASTING

- OFA RAISES FUNDS BASED ON BORROWER'S FORECAST REQUIREMENTS
- CHANGES ADD INTEREST COSTS TO THE PROVINCE

PROJECT MANAGEMENT

- PROJECT SELECTION AND PRUDENT MANAGEMENT OF PROJECT CONSTRUCTION
- PROJECT COMPLETION REPORTS

LOANS AND REPAYMENTS

- ENSURE P&I FUNDS RECEIVED FROM MINISTRY ARE PROVIDED TO OFA
- ALL LOANS WILL BE ADVANCED VIA DIRECT DEPOSIT TO BORROWER'S BANK ACCOUNT
- ALL REPAYMENTS WILL BE MADE BY PRE-AUTHORIZED DEBIT TO THE BORROWER'S BANK ACCOUNT

OVERVIEW OF LOANS BASED SYSTEM

TREASURY BOARD WILL CONTINUE:

- TO APPROVE CAPITAL SPENDING ALLOCATION.

MINISTRY WILL CONTINUE:

- TO BE RESPONSIBLE FOR SELECTING CAPITAL PROJECTS.
- TO NOTIFY INSTITUTIONS OF THEIR CAPITAL ENTITLEMENT.
- CURRENT DRAW PROCEDURES AS EXPENDITURES INCURRED.

NOTIFICATION WILL INDICATE:

- ANNUAL LOAN LIMITS. INSTITUTIONS WILL BE PERMITTED TO BORROW UP TO APPROVED CAPITAL ENTITLEMENT ON EACH PROJECT.
- PROVISION OF FUNDING FOR PRINCIPAL AND INTEREST REPAYMENTS OVER 20 YEARS IN THE FORM OF OPERATING GRANTS.
- PRINCIPAL AND INTEREST GRANTS WILL BE REPORTED SEPARATELY FROM REGULAR OPERATING GRANTS IN THE ESTIMATES.

OFA WILL:

- FLOW APPROVED FUNDING TO INSTITUTIONS.
- CONSOLIDATE DRAWS AT END OF FISCAL YEAR.
- ESTABLISH THE RATE OF INTEREST TO REFLECT COST OF FUNDS.
- EFFECT ALL TRANSACTIONS ELECTRONICALLY.

LOAN AGREEMENTS

HIGHLIGHTS

- A master loan agreement will be provided by the Ministry in November, 1993.
- Signed agreement to be returned to OFA (via Ministry) no later than **FEBRUARY, 1994.**
- 1993-94
 - Capital Advances made by the Ministry will be deemed as Loans.
 - All advances (including accrued interest) will be consolidated into one 20-year debenture effective March 31, 1994.
- SUBSEQUENT YEARS

LOANS

- Advances during the year for approved Capital projects will be based on requests submitted to OFA via Ministry.
- All Loans (including accrued interest) will be consolidated into one 20-year debenture effective March 31 of the fiscal year.

- FUNDING/REPAYMENT OF LOANS

Funding

The Ministry will provide semi-annual grants to cover the repayment of Principal and Interest instalments via electronic funds to the borrower's Bank Account

Repayment

Repayment of loans to be made by pre-authorized debits from the Borrower's bank account on the same day the funds are deposited

- DEFAULT

In the event of default, the Ministry is required to re-direct other operating grants to pay OFA.

EXAMPLE

- A project not exceeding \$10.0 million to construct additional space to existing building has been approved by Ministry/Treasury Board.

STEPS

LOAN

1. The borrower is advised by the Ministry.
2. OFA is provided the details of project approval by the Ministry
3. The borrower provides the cashflow requirements for the project to the Ministry. After review and approval by the Ministry, cashflow is provided to the OFA to assist with borrowing activities.
4. The institution submits request for advances to the Ministry for review and approval. After approval, Ministry forwards the request to OFA for funding.
5. OFA deposits (via electronic transfer), the requested funds into the designated bank account of the institution.
6. All advances during the year (including accrued interest) will be consolidated into one 20-year debenture effective March 31.

REPAYMENT

1. The Ministry will provide semi-annual grants to cover the repayment of Principal and Interest instalments via electronic funds to the borrower's bank account.
2. Repayment of loans shall be made by pre-authorized debits from the Borrower's bank account on the same day the funds are deposited.

EXAMPLE

ADVANCES DURING FISCAL YEAR TOTAL
\$10,000,000

APPLICABLE INTEREST RATE ESTABLISHED AT
7.50%

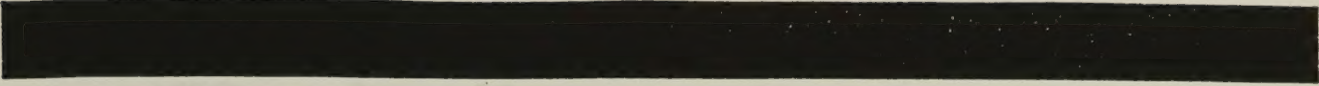
ACCRUED INTEREST ON ADVANCES TO MARCH =
\$300,000

DEBENTURE ISSUED DATED MARCH 31, 1994

- MATURING OCTOBER 15, 2014
- 40 SEMI-ANNUAL EQUALIZED PAYMENTS
(P&I COMBINED) ON OCTOBER 15, 1994 AND
THEREAFTER ON APRIL 15 AND OCTOBER
15 OF EACH YEAR
- PRINCIPAL AMOUNT - \$10.3 MILLION

AMORTIZATION SCHEDULE AS PART OF DEBENTURE

YEAR	INTEREST	PRINCIPAL	PRINCIPAL OUTSTANDING
19940331			
19940331			\$10300000.00
19941015	\$386250.00	\$114942.00	\$10185058.00
19950415	\$381939.67	\$119252.33	\$10065805.67
19951015	\$377467.71	\$123724.29	\$9942081.38
19960415	\$372828.05	\$128363.95	\$9813717.43
19961015	\$368014.40	\$133177.60	\$9680539.83
19970415	\$363020.24	\$138171.76	\$9542368.07
19971015	\$357838.80	\$143353.20	\$9399014.87
19980415	\$352463.06	\$148728.94	\$9250285.93
19981015	\$346885.72	\$154306.28	\$9095979.65
19990415	\$341099.24	\$160092.76	\$8935886.89
19991015	\$335095.76	\$166096.24	\$8769790.65
20000415	\$328867.15	\$172324.85	\$8597465.80
20001015	\$322404.97	\$178787.03	\$8418678.77
20010415	\$315700.45	\$185491.55	\$8233187.22
20011015	\$308744.52	\$192447.48	\$8040739.74
20020415	\$301527.74	\$199664.26	\$7841075.48
20021015	\$294040.33	\$207151.67	\$7633923.81
20030415	\$286272.14	\$214919.86	\$7419003.95
20031015	\$278212.65	\$222979.35	\$7196024.60
20040415	\$269850.92	\$231341.08	\$6964683.52
20041015	\$261175.63	\$240016.37	\$6724667.15
20050415	\$252175.02	\$249016.98	\$6475650.17
20051015	\$242836.88	\$258355.12	\$6217295.05
20060415	\$233148.56	\$268043.44	\$5949251.61
20061015	\$223096.94	\$278095.06	\$5671156.55
20070415	\$212668.37	\$288523.63	\$5382632.92
20071015	\$201848.73	\$299343.27	\$5083289.65
20080415	\$190623.36	\$310568.64	\$4772721.01
20081015	\$178977.04	\$322214.96	\$4450506.05
20090415	\$166893.98	\$334298.02	\$4116208.03
20091015	\$154357.80	\$346834.20	\$3769373.83
20100415	\$141351.52	\$359840.48	\$3409533.35
20101015	\$127857.50	\$373334.50	\$3036198.85
20110415	\$113857.46	\$387334.54	\$2648864.31
20111015	\$99332.41	\$401859.59	\$2247004.72
20120415	\$84262.68	\$416929.32	\$1830075.40
20121015	\$68627.83	\$432564.17	\$1397511.23
20130415	\$52406.67	\$448785.33	\$948725.90
20131015	\$35577.22	\$465614.78	\$483111.12
20140415	\$18116.67	\$483075.33	\$35.79
20141015	\$1.34	\$35.79	\$0.00



STAKEHOLDERS

MINISTRY

CAPITAL ALLOCATION

PROJECT ADMINISTRATION

DISBURSEMENT APPROVAL

TREASURY BOARD

MINISTRY LOAN LIMIT APPROVAL

APPROPRIATION FOR DEBT
REPAYMENT

OFA

CAPITAL MARKETS

CASH MANAGEMENT

CORPORATE FINANCE

BANKING

LOAN ADMINISTRATION

INVESTOR RELATIONS

BORROWERS

PROJECT MANAGEMENT

CASH FLOW ACCURACY

EXECUTION OF LOAN DOCUMENTS

LOAN REPAYMENT

Determination of amount of loan from OFA

- Amount that is currently grant
- Same calculation to determine amount (as defined in Section 51 of Regulations)

- Steps**
- (a) Amount recognized/approved for project or site purchase
 - (b) Converted to amount per pupil (ADE)
 - (c) Mill Rate per \$100 per ADE x equalized assessment (yields local share)
 - (d) Difference between "(a) and (c)" equals amount of loan from OFA.

- Exception** - (d) limited to amount of grant paid in previous year as per Section 5(1), (2), (3)
Exception excludes jobsOntario capital.

Note: ADE and Equalized Assessment for grant purposes from previous year.

Capital Investment Plan Act

School Board Debt

- School board debt limitation regulation (MET) to replace OMB approval requirement.
- MET will provide annual calculations to all school boards.
- Project by project approval will no longer be a requirement.
- Debt limit will be net of debentures from OFA.
- Public school boards wishing to exceed debt limit will require OMB approval.
- Separate school boards will be required to advise MET.

Board Responsibilities

- Bridge Financing when project started before allocation year borne by board.
- Local share borrowing/debenturing currently not available from OFA.

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School Security Plans

School Security Plans (SSPs) are required by the Department of Education (DOE) to be updated annually.

SSPs will provide the most current information on all school security measures.

SSPs must be reviewed by the principal and approved by the superintendent.

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Public school districts wishing to receive state funds will require SSPs.

SSPs will be reviewed by the superintendent.

School Security Plans

SSPs must be reviewed by the principal and approved by the superintendent.

SSPs will be reviewed by the superintendent.

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1993 12 07

To the Chairman and Members,
Operations & Finance Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

- (i) C. B. Stirling, Grades 6-8, Horsehoe Valley, 1994 02 11 (Friday)
- (ii) Hillcrest, Grade 8, Ottawa, 1994 06 08-10 (Wednesday to Friday)
- (iii) Queen Mary, Grade 8, Horseshoe Valley, 1994 01 13 (Thursday)
- (iv) Ryerson, Grades 6-7, Outdoor Education, Camp Wanakita, 1994 01 23-26 (Sunday to Wednesday)
- (v) Ryerson, Grade 8, Outdoor Education, Camp Kilcoo (Minden), 1994 05 10-13 (Tuesday to Friday)
- (vi) Westview, Grade 6, Outdoor Education, Camp Wanakita, 1994 01 16-19 (Sunday to Wednesday)
- (vii) Westview, Grade 8, Ottawa, 1994 06 07-10 (Tuesday to Friday)
- (viii) Barton, Grades 9-OAC, Cross-Country Ski Meet, Hardwood Hills, Barrie, 1993 12 14 (Tuesday)
- (ix) Glendale, Sr. Boys' Basketball Team, Oshawa, 1994 01 07-08 (Friday to Saturday)
- (x) Glendale, Jr. Boys' Basketball Team, Chatham, 1994 01 08-09 (Saturday to Sunday)
- (xi) Glendale, Jr. Boys' Basketball Team, Ottawa, 1994 02 03-05 (Wednesday to Saturday)
- (xii) Glendale, Jr. Boys' Basketball, Team, Windsor, 1994 02 11-12 (Friday to Saturday)
- (xiii) Scott Park, Grades 10-OAC, Quebec City, Quebec, 1994 04 28-05 01 (Thursday to Sunday)
- (xiv) Sherwood, Grades 10-OAC, Outdoor Education, South River, 1994 01 28-30 (Friday to Sunday)

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(xv) Sherwood, Grades 10-OAC Band, Philadelphia, Pa., USA, 1994 04 28-05 02
(Thursday to Monday)

(xvi) Sir Winston Churchill, Band/Vocal Grades 9-OAC, Toronto, 1994 05 11-14
(Wednesday to Saturday)

(xvii) Westdale, Jr. Basketball Team, Peterborough, 1994 01 14-15 (Friday to Saturday)

(xviii) Westdale, Grades 9-OAC, Holiday Valley, Ellicottville, N.Y., 1994 01 21, 1994 02 25,
1994 03 25 (Fridays)

(xix) Westdale, Grades 9-OAC French Immersion, St. Donat, Quebec, 1994 02 09-13
(Wednesday to Sunday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

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